

Internationalization of Higher Education



Historical Context:

Medieval Roots

The university, in its medieval Western tradition, has historically been considered a highly international institution compared to other major social institutions (Enders & Fulton, 2002).

Modern Evolution

While international academic exchange has existed for centuries, the term "internationalization" only gained popularity in the education sector since the early 1980s (Knight, 2004).

The concept began to be seriously debated in higher education policy and research circles in the 1990s (Teichler, 1999), leading to more structured approaches and formal definitions.

Defining Internationalization in Higher Education

"Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college." (Knight, 1994)

Process vs. Product

Internationalization is an ongoing, continuous effort rather than a finite outcome. The term "process" denotes an evolutionary quality to the concept (Knight, 2004).

Integration Focus

Internationalization is not a set of isolated activities but should be an integral part of an institution's core functions (Qiang, 2003).

Inclusive Scope

Internationalization encompasses all core university activities: teaching and learning, research, and services. It concerns both domestic and international students alike.

Knight's updated 2004 definition emphasizes "integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education," reflecting the increasingly diverse nature of education providers.

Internationalization vs. Globalization

"Internationalization includes the policies and practices undertaken by academic systems and institutions—and even individuals—to cope with the global academic environment" (Altbach & Knight, 2007).

"Internationalization of HE is seen as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of a nation" (Qiang, 2003).



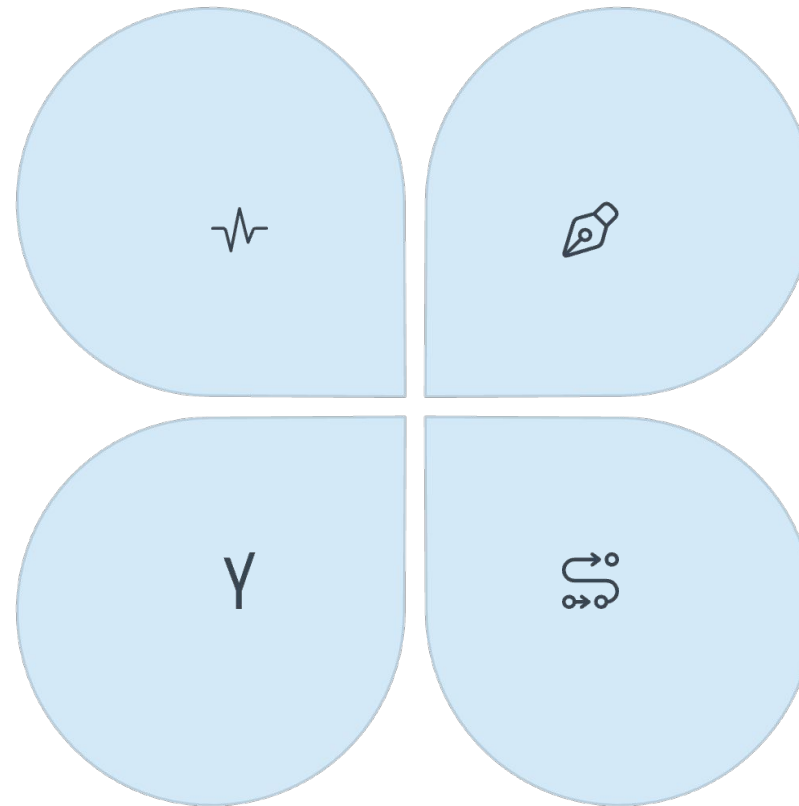
Institutional Approaches to Internationalization

Activity Approach

Focuses on specific activities like study abroad programs, curriculum internationalization, and international student recruitment.

Rationale Approach

Driven by primary motivations that guide policy, whether academic excellence, income generation, or cultural diversity.



Outcomes Approach

Emphasizes the desired outcomes such as student competencies, increased profile, or more international agreements.

Process Approach

Integrates international dimensions into teaching, research, and service through organizational policies and procedures.

Institutions implement different approaches based on their unique priorities, culture, history, politics, and available resources (Knight, 2004).

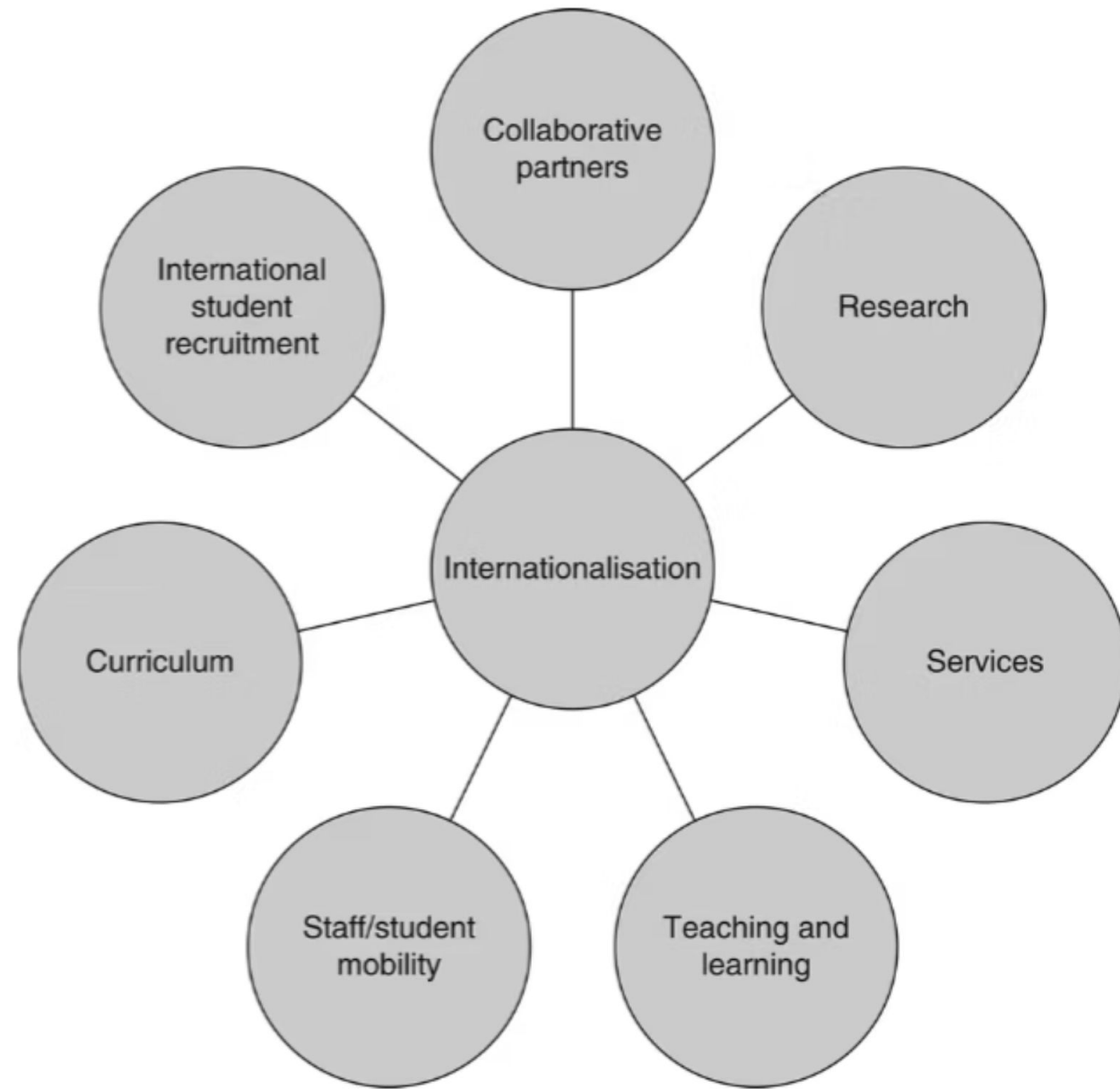


Figure 12.1 Internationalisation at the institutional level (Marshall, 2024)

Rationales for Internationalization



Political Rationales

Educational cooperation as an extension of foreign policy; international exchange as diplomatic investment in future relations; strengthening national security and fostering peace.



Economic Rationales

Revenue generation from international student fees; contribution to skilled workforce; economic growth through education exports; international students contributed approximately £42 billion to the UK economy in 2021/2022.



Academic Rationales

International research collaboration; raising academic standards; enhancing institutional prestige; international students account for over 40% of UK postgraduate students and 50% of full-time research degrees.



Cultural/Social Rationales

Cultural exchange; developing intercultural competencies; promoting global citizenship; fostering multilingualism and cross-cultural understanding.

International Students: Opportunity and Responsibility

“Think about the academic, social, emotional, or logistical challenges that international students might face when studying in a foreign country.

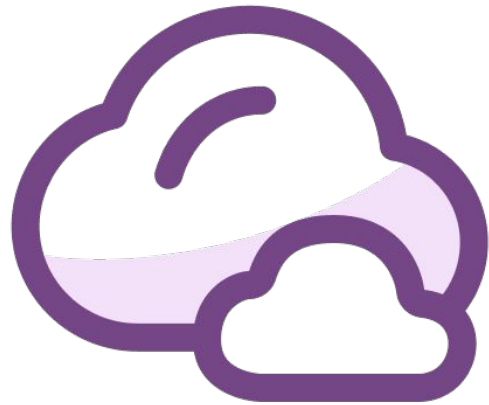
In one word or short phrase, what do you think is one of the biggest challenges they experience?”



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Think about the academic, social, emotional, or logistical challenges that international students might face when studying in a foreign country. In one word or short phrase, what do you think is one of the biggest challenges they experience?

SPU

- *Office of Global Engagement & Intercultural Programs*
- *International Student Services:* This office supports F-1 visa maintenance, CPT/OPT, cultural adjustment, health insurance, and career transition services
- *Academic & Cultural Support:* SPU provides dedicated academic counseling for international students, intercultural adjustment courses (e.g., GS 1007), writing and tutoring support, and mental health services
- *Study-Abroad Programs:* SPU offers faculty-led trips, partner programmes, and non-partner exchange options,
- *Campus Community Engagement:* SPU hosts events like International Education Week and cultural photo contests; student-led multicultural clubs are supported by Intercultural Programs



<https://spu.edu/administration/office-of-the-registrar/academic-counseling/academic-resources/international-students>

UK Government Policy Evolution

1 1999: Prime Minister's Initiative (PMI)

Aimed to increase international student numbers by 75,000 by 2005. Targets were exceeded ahead of schedule with an additional 93,000 in higher education and 23,300 in further education.

3 2013: International Education Strategy

Emphasized welcoming international students, supporting transnational education, advancing educational technology, and developing strategic international partnerships.

1

2

3

4

2006: PMI2

Expanded focus beyond recruitment to include student experience quality and partnership development. Sought 100,000 additional international students and improved satisfaction ratings by 2011.

4 2019-2021: Updated International Education Strategy

Set targets to increase education exports to £35 billion and international student numbers to 600,000 by 2030. The 2021 update introduced the Turing Scheme for global student placements and International Qualified Teacher Status.



Internationalizing the Curriculum

Definition and Purpose

"Internationalising the curriculum involves providing students with global perspectives of their discipline and giving them a broader knowledge base for their future careers" (HEA, 2014).

It aims to develop values and skills necessary to operate effectively in diverse cultural environments—often termed "intercultural competencies" or "cross-cultural capabilities."

Key Components

According to Clifford (2013), an internationalized curriculum includes:

- Global perspectives within the discipline
- Intercultural communication skills
- Socially responsible citizenship

Implementation Mechanisms

- Diverse teaching and learning strategies
- Inclusive module content that incorporates international perspectives
- Assessment processes that value cultural diversity
- Student mobility through exchange programs

Questions?

References

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