

Session 5d

Free format

The international classroom in times of de-internationalization

Program text

This workshop responds to constraints on internationalisation, offering a forum for sharing and discussing practical strategies and digital tools for (re)internationalising teaching and learning.

Abstract

Background

The pandemic has significantly impacted international student mobility, forcing HE institutions to reconsider the role of mobility in their internationalization agendas. In Denmark, the situation is compounded by the ongoing efforts to reduce the number of English-medium programmes, possibly resulting in 20-25 % of these being de-internationalized by 2022 (Wright & Zitnansky, 2021). Yet, HE teachers in Denmark and abroad are keeping classrooms international by creatively adapting to the absence or virtual presence of international students. This workshop aims to focus on ways we are cooperating across time and space to keep or introduce an international presence in our classrooms.

Prerequisites of the participants

An interest in international and intercultural learning outcomes

Content and structure

Based on the changes in international HE, the workshop offers a forum for sharing and discussing ways to (re-)internationalize teaching and learning, with particular focus on practical strategies and digital platforms and tools.

Introduction and background

We introduce the current challenges and opportunities for internationalized teaching and learning in Denmark. We will refer to specific examples to illustrate the issues and effective practices based on principles of Internationalisation at Home (IaH) and at a Distance (IaD) (Mittelmeier et al. 2020).

Workshop

Participants identify and explore strategies and tools for (re-)internationalizing teaching and learning based on a case supplied by the facilitators applied to participants' own contexts.

Wrap-up / Plenary discussion

Participants share ideas, benefits, and challenges. We discuss ways forward in our local contexts.

Expected learning outcome

The opportunity to identify and discuss internationalization strategies and tools

Indication of the educational / didactic relevance of the project

Awareness of novel approaches to internationalized teaching and learning

Author(s)

Matej Patrik Zitnansky, AU; Donna Hurford, SDU; Stacey M. Cozart, AU; Sanne Larsen, KU

Literature

Helm F. (2020). EMI, internationalisation, and the digital, *International Journal of Bilingual Education and Bilingualism*, 23:3, 314-325, DOI:10.1080/13670050.2019.1643823

Manning, A. and Colaiacomo, S., eds. (2021). Innovations in internationalisation at home. Cambridge Scholars Publishing.

Mittelmeier J., Rienties, B., Gunter, A., Raghuram, P. (2020). Conceptualizing internationalization at a distance: A “third category” of university internationalization. Journal of Studies in International Education. February. Doi:10.1177/1028315320906176

Wright, S. & Zitnansky, M. (2021). De-internationalising higher education: Re-framing the discussion. Working Paper on University Reform, 34. Centre for Higher Education Futures, Aarhus University. Available from: https://dpu.au.dk/fileadmin/edu/Forskning/CHEF/Publications/Deinternationalising_Danish_Higher_Education_Re-framing_the_Discussion_Working_paper_34_of_CHEF.pdf