Embedding internationalization in the curriculum and beyond: A case study

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Introduction & context

is
different...’
The journey
As IBMS we aspire to prepare our graduates for the rapidly changing social, economic and environmental conditions of the communities in which they will live and work. Upon graduation, they will be inter-culturally competent and ethically responsible professionals who are able to competently deal with and confidently meet the challenges posed by today’s increasingly globalized world.
Challenge....
Why?

to provide students with a global perspective

to enhance the quality of our program
How?

Valorisation & Impact

Staff

Student

Curriculum

Internationalising HE

Preparing graduates to live in and contribute responsibly to a globally interconnected society
How?

A truly international learning experience from day 1

- International classroom
- Personal Development Programme
- Internationalization @home and abroad
How?
Why?

For the things we have to learn, before we can do them, we learn by doing them

Aristotle
undertaking tasks that are unfamiliar/risky

adapting to changing situations

applying information to new or broader contexts

getting to know international companies and organisations

identifying creative possibilities/solutions

interacting with people who hold different interests, values or perspectives

appreciation of “otherness”
...we learn from reflecting on experience

How?

- Pre-assignment
- Assignment
- Reflection
- Evaluation
Why?

Knowledge

Skills

Attitudes
Why?

...they will be inter-culturally competent and ethically responsible professionals who are able to competently deal with and confidently meet the challenges posed by today’s increasingly globalized world
What?

Adapting and integrating
What?

Experiencing the unknown
What?

Ready ... to face the world
# Key outcomes (1)

## Results National Student Survey (NSS) 2012-2017

<table>
<thead>
<tr>
<th>NSS results over the past years on selected items</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring skills for professional practice</td>
<td>3.20</td>
<td>3.49</td>
<td>3.49</td>
<td>3.54</td>
<td>3.74</td>
</tr>
<tr>
<td>Practical focus of your study programme</td>
<td>3.27</td>
<td>3.66</td>
<td>3.53</td>
<td>3.58</td>
<td>3.69</td>
</tr>
<tr>
<td>The link to professional practice</td>
<td>3.13</td>
<td>3.57</td>
<td>3.5</td>
<td>3.64</td>
<td>3.70</td>
</tr>
<tr>
<td>Lecturers' sense of involvement with their students</td>
<td>3.02</td>
<td>3.69</td>
<td>3.68</td>
<td>3.79</td>
<td>3.90</td>
</tr>
<tr>
<td>The degree to which the content of your study programme meets your expectations</td>
<td>3.20</td>
<td>3.58</td>
<td>3.68</td>
<td>3.68</td>
<td>3.82</td>
</tr>
<tr>
<td>The degree to which you find your study programme to be stimulating</td>
<td>3.29</td>
<td>3.48</td>
<td>3.58</td>
<td>3.57</td>
<td>3.73</td>
</tr>
<tr>
<td>Internationalisation (new in 16-17)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Standard 2. **International and intercultural learning - Excellent**

The programme’s internationalisation goals are well reflected in its intended international and intercultural learning outcomes, the student assessment methods are most suitable and the programme has demonstrated that these learning outcomes are achieved. The major accomplishment to bridge the gap from competencies to international and intercultural learning outcomes, the continued efforts to improve the difficult task of testing intercultural learning outcomes, and the excellent preparation of students to acquire intercultural skills can be regarded as international examples.
Key outcomes (3)

Study success:

No significant differences in dropout rates in year 1

• Graduation yield after 5 years has improved significantly:
  40% (cohort 2012)
  44% (cohort 2013)
  51% (expected, cohort 2014)
Key learnings

• Internationalization is not merely an «add-on»; it serves as a vital tool to enhance quality, increase student satisfaction and foster career success.

• Initial detractors became convinced by having experienced the benefits first-hand.

• A few key drivers or «champions» and management support are indispensible in a fundamental curriculum overhaul such as this.

• Greater learning impact when project-based and organized in collaboration with partners; this led to a shift towards more project-based ISAs.
Future outlook

• New and more ambitious goals

• Capitalizing on benefits of multi-campus university:
  1) Joint curriculum development
  2) International mobility projects

• Better connection between classroom and professional practice