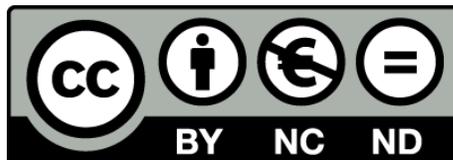




19 February 2019
Lunch für gute Lehre
TU Berlin

Dr. Jos Beelen
Professor of Global
Learning

TEACHING EMPLOYABILITY SKILLS



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Learning and Teaching

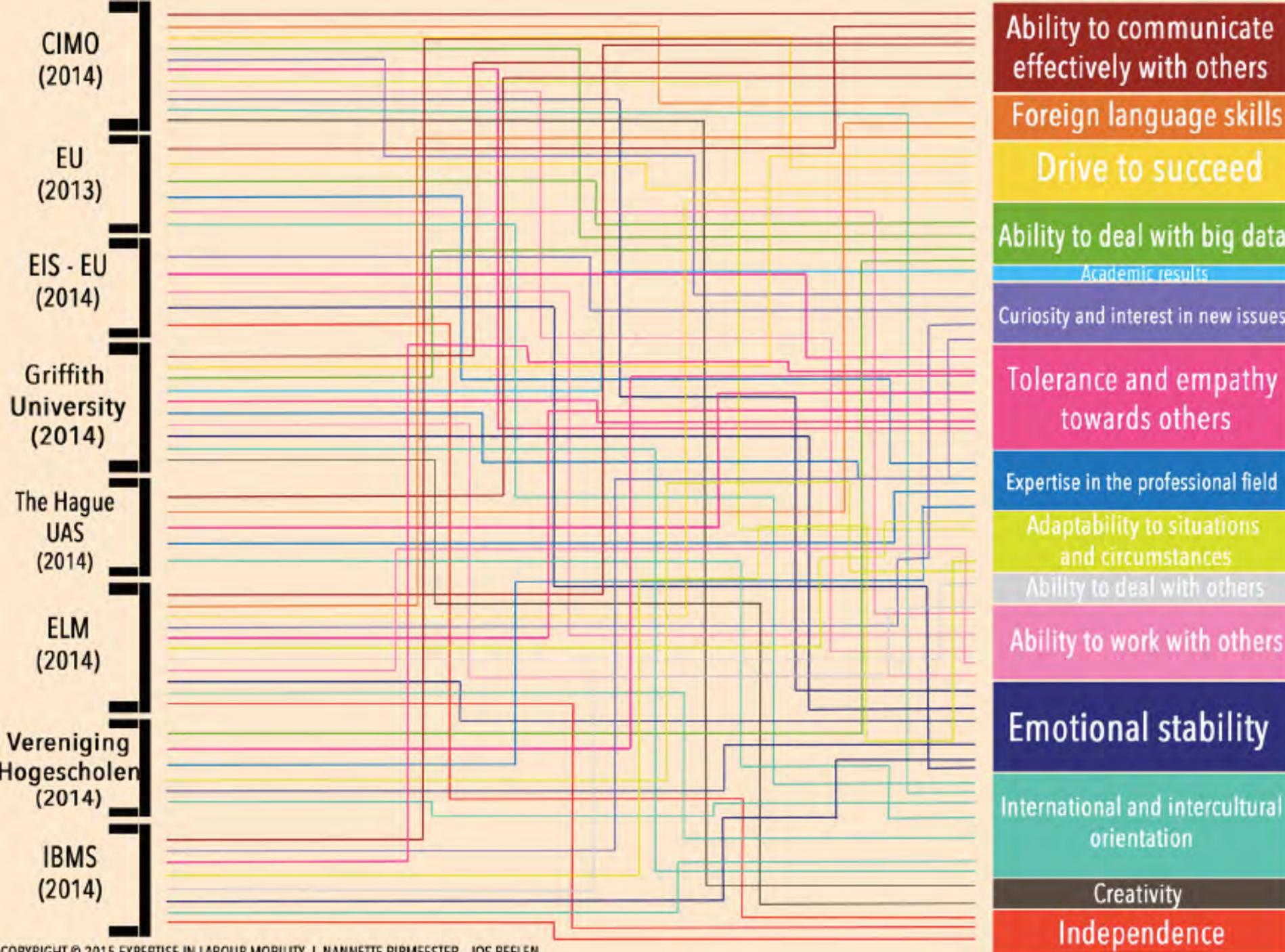
Teaching is more difficult than learning because what teaching calls for is this: to let learn. The real teacher, in fact, lets nothing else be learned than — learning

Heidegger, *What is called thinking*, 1951-1952



In this lecture:

- Employability skills
- How we have been going about it: the stratigraphy of international education
- Changing circumstances and the need for critical citizenship



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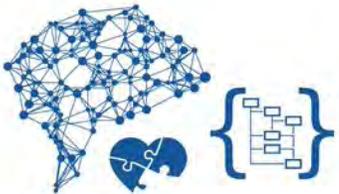
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Box 3. The Global Citizen¹⁸

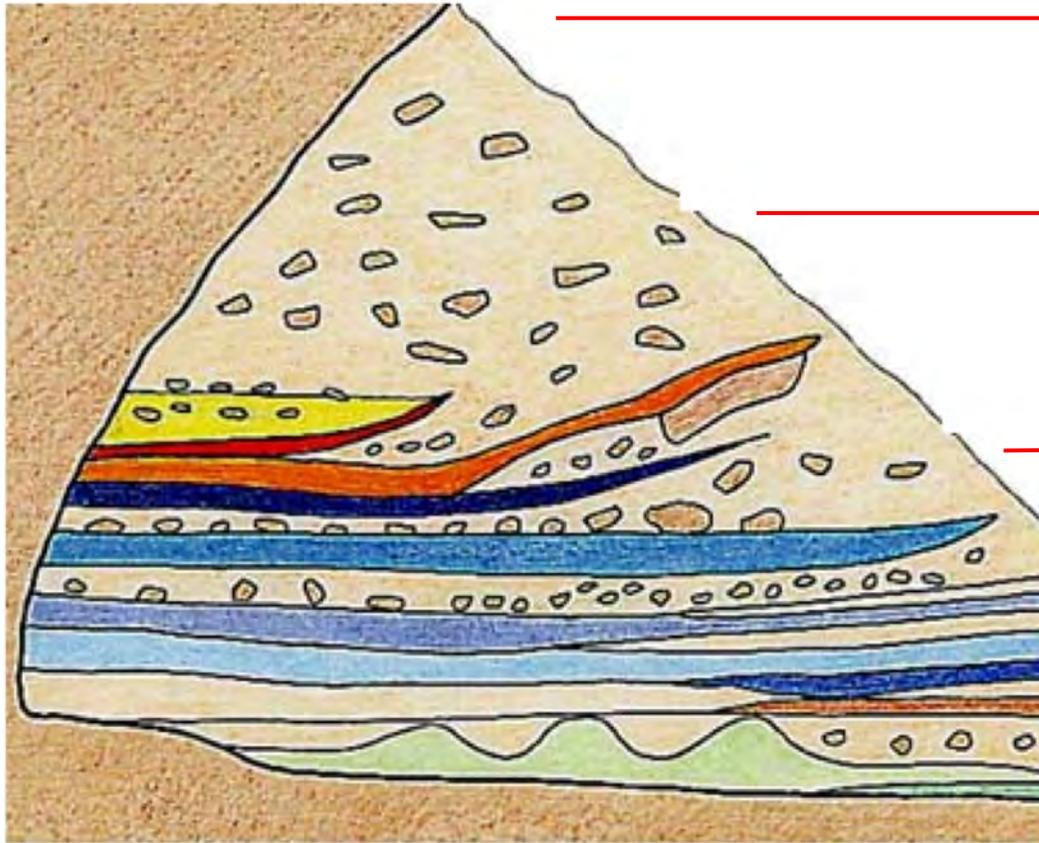
“Oxfam sees the Global Citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen;
- Respects and values diversity;
- Is willing to act to make the world a more equitable and sustainable place;
- Takes responsibility for their actions.”



The stratigraphy of international education

The stratigraphy of international education



Layer 1: 'Classic' student mobility

Target: (potentially) all students

Layer 2: Internationalisation at home and global learning

Target: all students

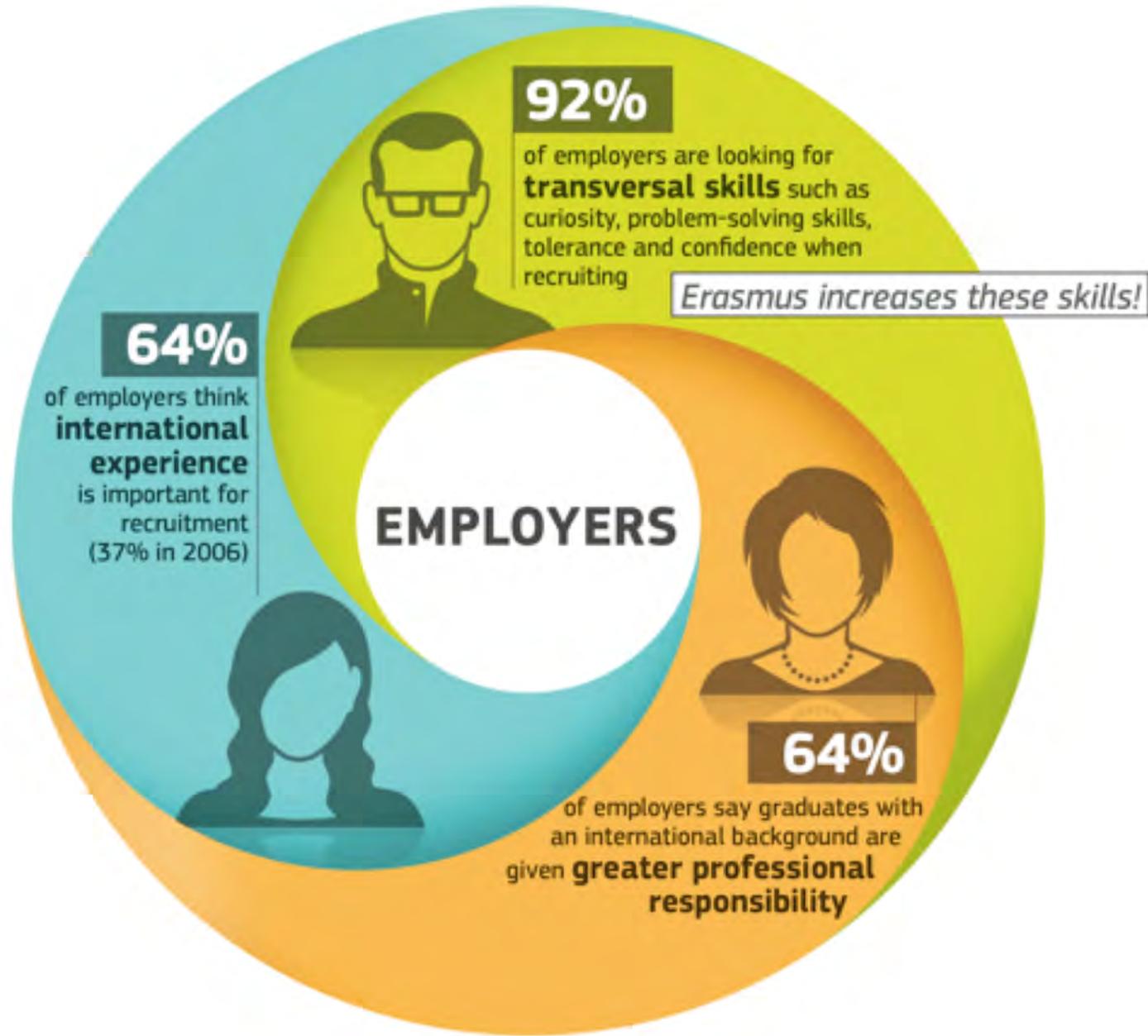
Layer 3: Lecturers meeting Socrates

Target: champions among the lecturers

Layer 4: Educational developers

Target: all lecturers

Layer 5: ???



Layer 1: 'classic' student mobility

Key actor: international office

- For a 'cultural elite'
- 25% of Dutch students, but mobility is still the norm
- Are transversal skills really the result of going abroad?
- Socio cultural or socio economic obstacles?
- 45% of students report that study abroad is 'too expensive'



Layer 2: Internationalisation at home and global learning

Key actor: not the international office

- ‘IaH’ coined in Malmö in 1999
- Uptake in northwestern Europe
- Discipline specific
- Both concepts developed in parallel (both redefined in 2015)

Priorities in strategy

Figure 8

Top 10 internationalisation activities prioritised in strategy by region*
(n=1917)

	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Int. mobility of home students	68%	67%	61%	76%	70%	68%
Int. student recruitment	53%	63%	62%	50%	41%	44%
Int. mobility of home staff	39%	38%	47%	49%	28%	51%
Int. strategic partnerships	38%	44%	28%	31%	43%	30%
Programmes in non-local language	33%	32%	46%	33%	32%	19%
Joint/dual/double degrees	29%	22%	31%	34%	29%	38%
Campus internationalisation	26%	25%	22%	22%	34%	18%
Internationalisation of home curriculum	21%	20%	13%	14%	34%	10%
Int. staff recruitment	20%	28%	21%	13%	14%	23%
Int. rankings focused activities	18%	16%	25%	22%	12%	23%
Courses developing int. awareness	18%	16%	10%	10%	28%	18%

● 1st ● 2nd ● 3rd ● 4th ● 5th

* Respondents were able to select up to five answers

“

**INTERNATIONALISATION AT HOME:
THE **PURPOSEFUL** INTEGRATION OF
INTERNATIONAL AND INTERCULTURAL
DIMENSIONS INTO THE FORMAL AND
INFORMAL CURRICULUM FOR **ALL**
STUDENTS WITHIN DOMESTIC LEARNING
ENVIRONMENTS**

Beelen & Jones, 2015, p. 76

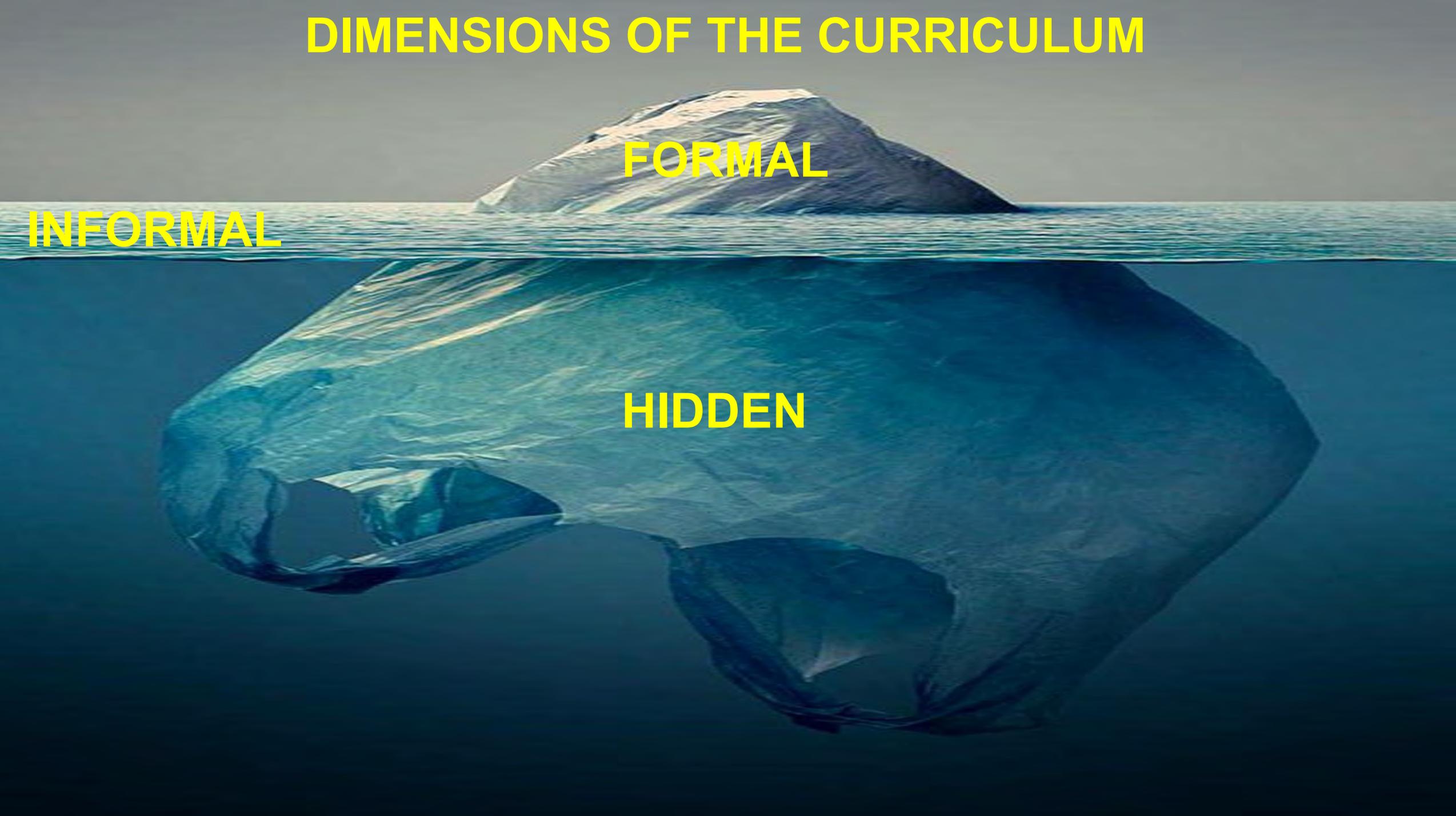
”

DIMENSIONS OF THE CURRICULUM

FORMAL

INFORMAL

HIDDEN



“

**GLOBAL LEARNING IS THE PROCESS OF
DIVERSE PEOPLE **COLLABORATIVELY**
ANALYZING AND ADDRESSING **COMPLEX**
PROBLEMS THAT TRANSCEND BORDERS**

Landorf & Doscher, 2015

”

“

**BY INCLUDING THE GLOBAL DIMENSION
IN TEACHING, LINKS CAN **EASILY** BE
MADE BETWEEN LOCAL AND GLOBAL
ISSUES AND YOUNG PEOPLE ARE **GIVEN
THE OPPORTUNITY TO.....****

”

A proposal to merge two concepts

Internationalisation at home & global learning overlap and complement

Including local and global is not 'easy' & 'giving the opportunity' is not purposeful

The western nature of global learning & internationalisation at home



Layer 3: Lecturers meeting Socrates

Key actors: champions among lecturers

- “Give internationalisation back to the academics”
- ‘The academic self’ (Sanderson, 2008)
- ‘We have met the enemy and he is us’ (Stohl, 2007)



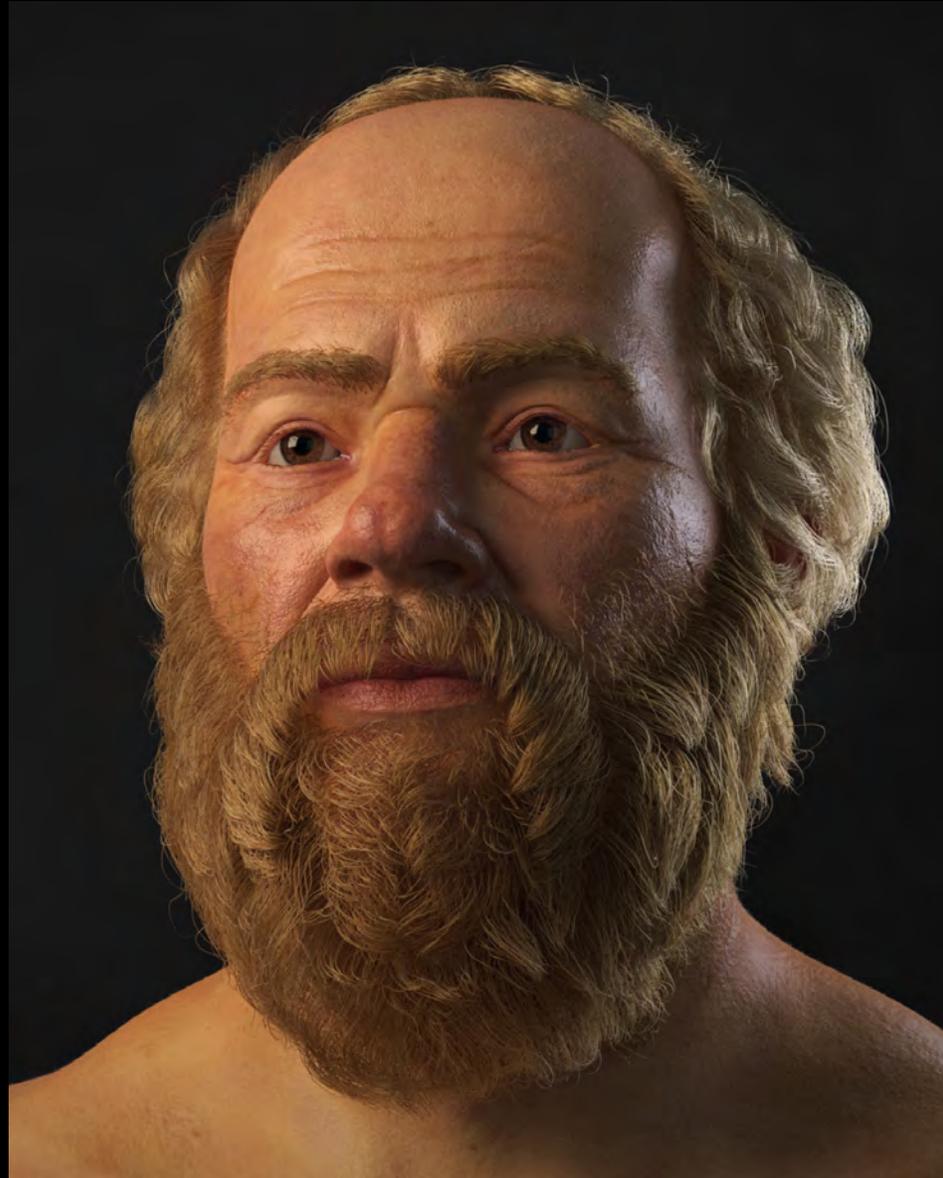
It is easier to move a cemetery than
to change a curriculum.

— *Woodrow Wilson* —

AZ QUOTES

**Socrates
(469-399 BC)**

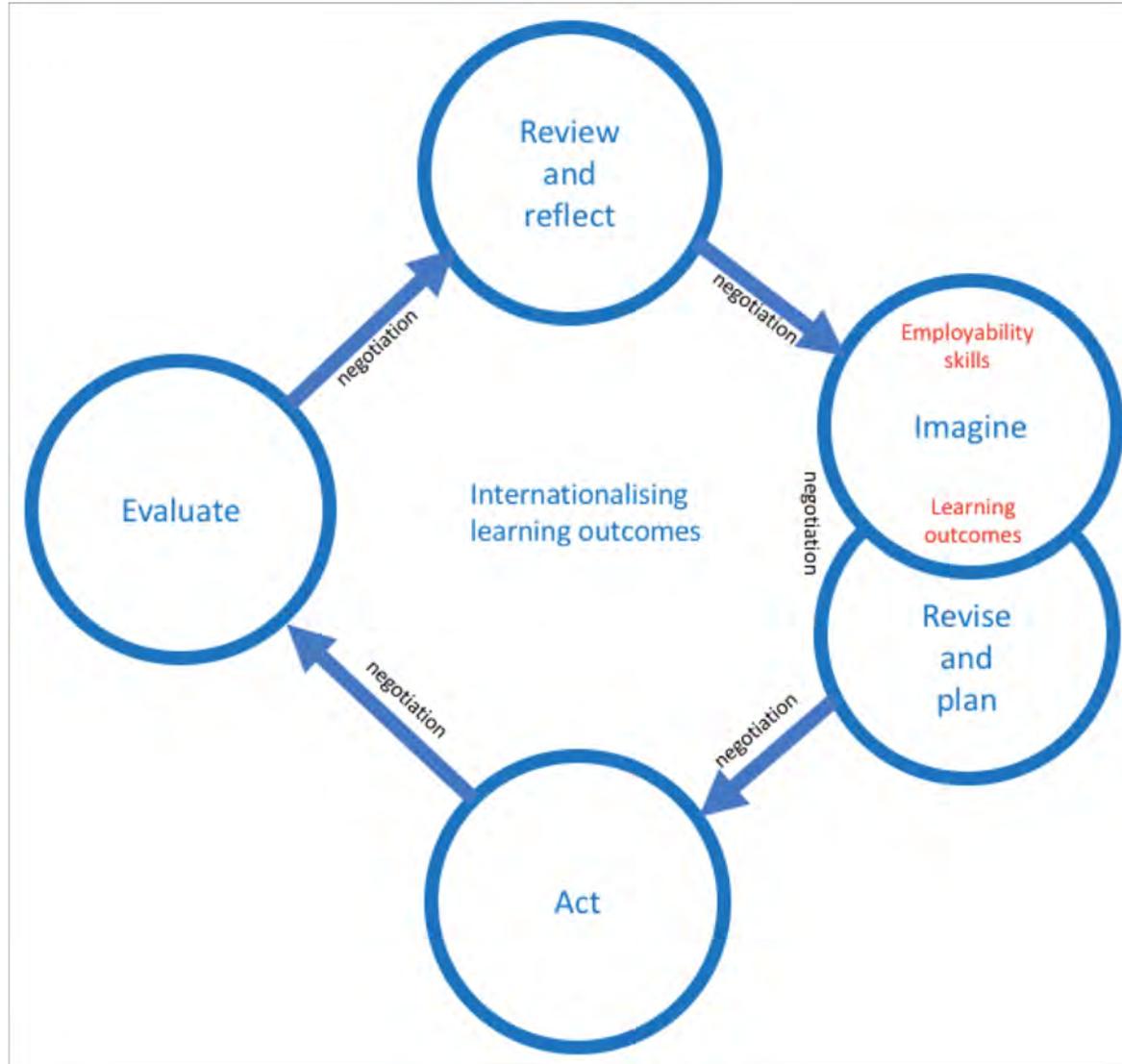
'The midwife'



Source: Artstation

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Internationalising learning outcomes in Dutch universities of applied sciences



Source: Beelen, 2017; Adapted with permission from Leask (2012)

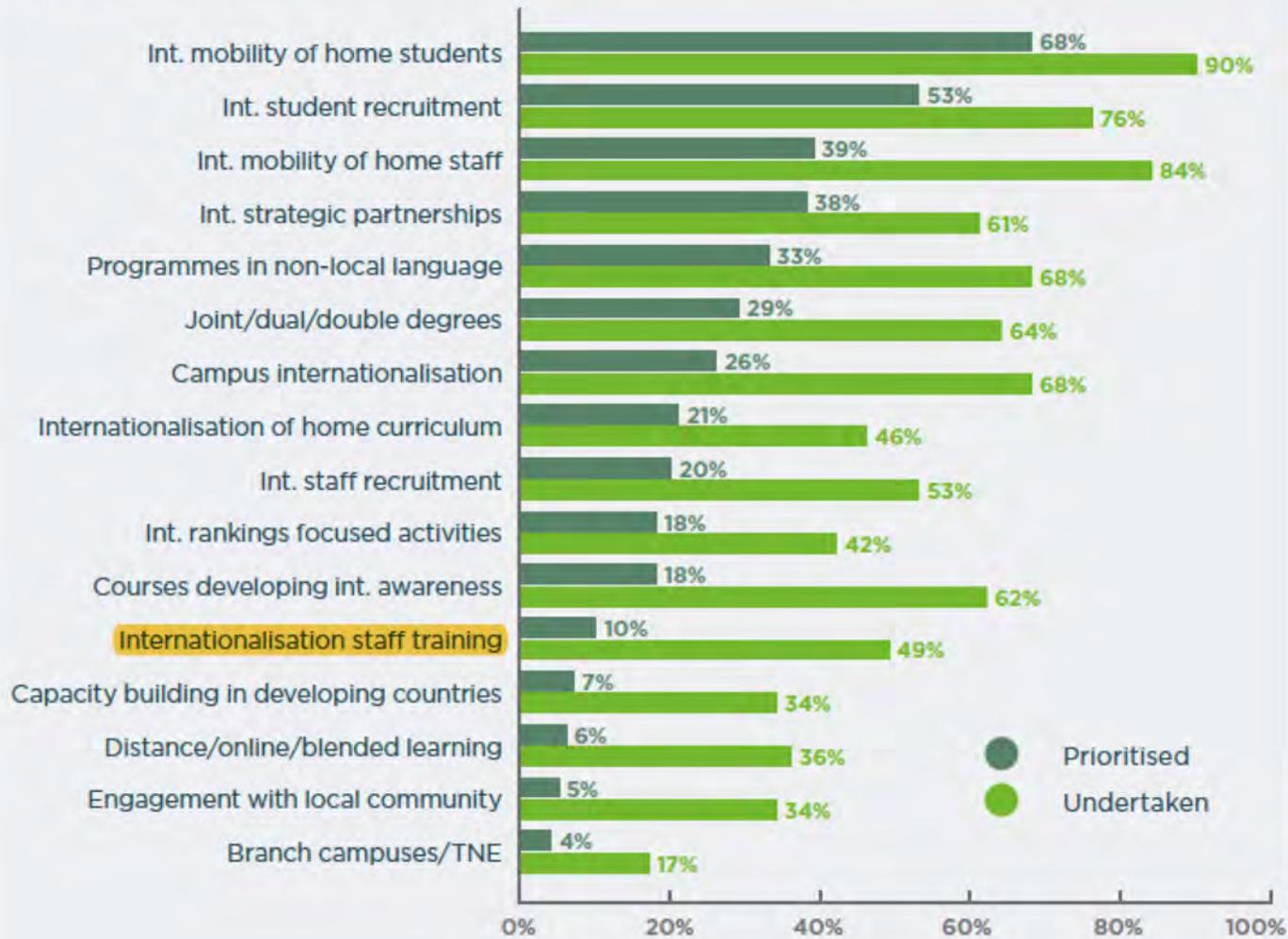
Layer 4: educational advisors

Key actors: educational advisors

- The systematic approach (Mestenhauser)
- How are they prepared and facilitated?
- How to build relationships with academics as a disciplinary outsider?
- What motivates them?
- How can they become midwives?

Figure 7

Internationalisation activities prioritised in strategy* (n=1917)
and activities undertaken** (n=2317)

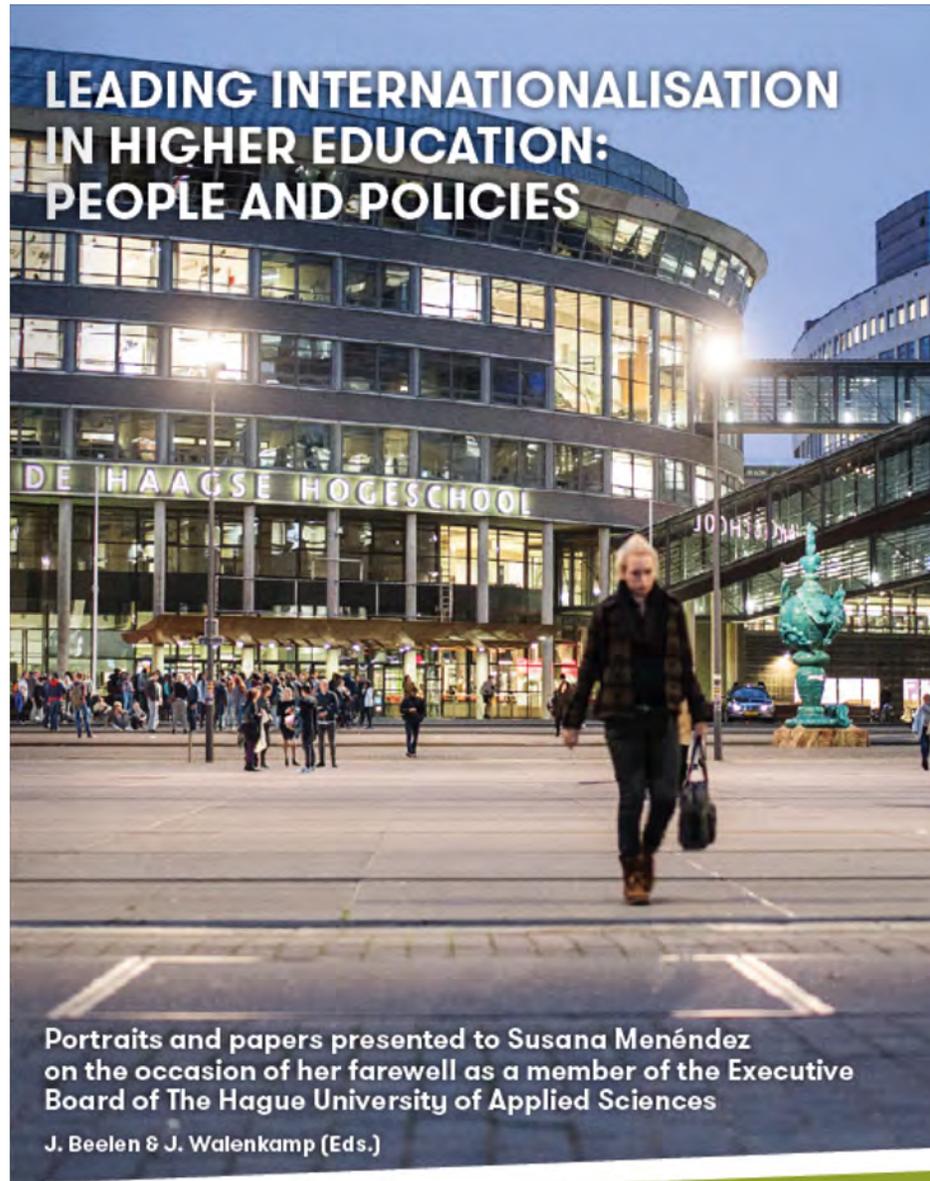


* Respondents were able to select up to five answers
** Respondents were able to select multiple answers

[...] growing gap between the internationalised faculty members (the mobile elite) and those who are not mobile (Sursock, 2015, p. 72)



Layer 5: Leadership???



What does the stratigraphy tell us?

Student mobility is still considered the norm

Internationalisation at home and global learning complement each other

Lecturers are poorly supported

Academic developers are key to systemic implementation



Changing circumstances and the need for critical citizenship

“

**OVER RECENT YEARS, A HARSHER
POLITICAL AND SOCIAL CONTEXT
FOR GLOBAL EDUCATION HAS
EMERGED**

North-South Centre of the Council of Europe, 2005

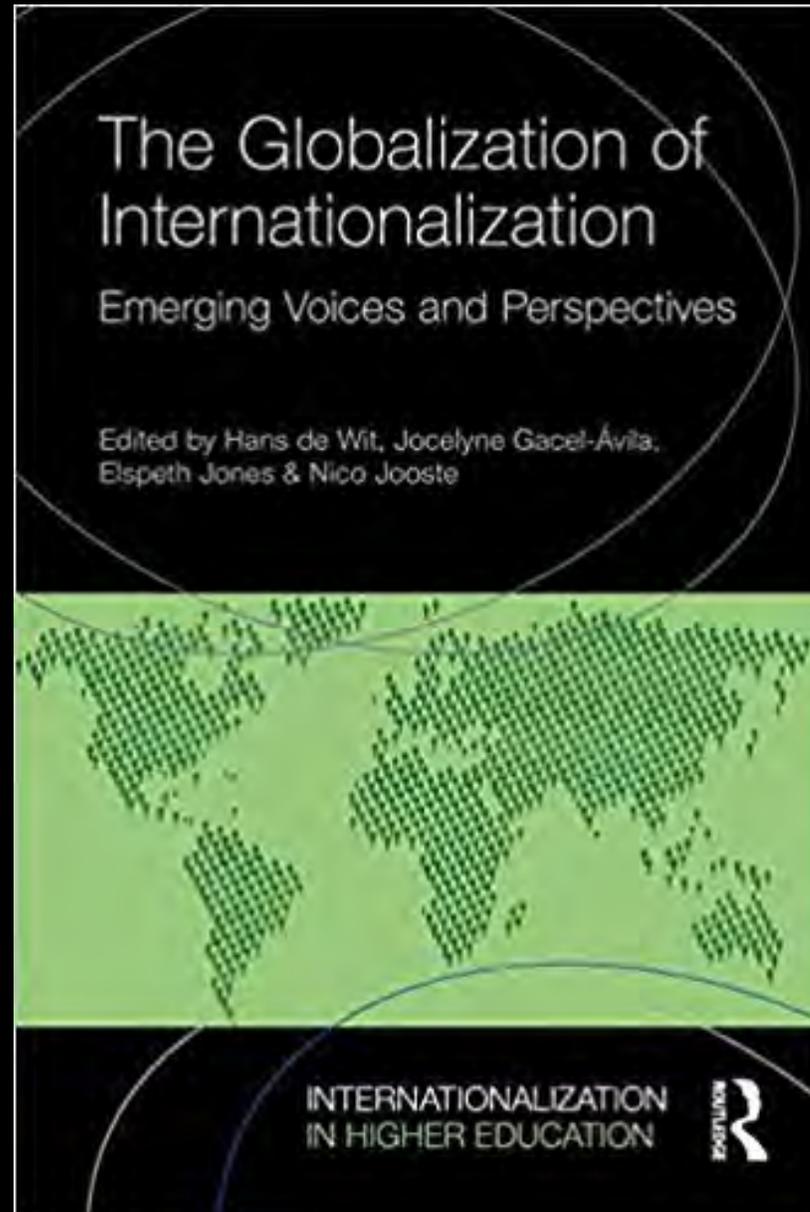
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Dealing with the world and its modern scams, locally and globally

1. *Has the West lost it?* (Mahbubani)
2. **Wicked problems**
3. **Mythos versus logos: vaccinations and GMOs**
4. **Rising nationalism and populism**
5. **Pedophrasty**
6. **Bigoteering**
7. **Presentism**
8. **Polarisation**
9. **Technology**

The West and the rest





Wicked problems

- are unstructured in that it is difficult to sort out causes and effects and little consensus in identifying problems and solutions.
- are cross-cutting in that they have many overlapping stakeholders with different perspectives on the problem.
- are relentless; they can't be solved “once and for all”.

Rising nationalism and populism



The
Economist

“If you believe
you’re a
citizen of the
world, you’re a
citizen of
nowhere.”

Theresa May UK Prime Minister

Source: The Economist

Presentism

Forbes

Billionaires

Innovation

Leadership

Money

Consumer

Industry

Lifestyle

Presentism: The Dangerous Virus Spreading Across College Campuses



David Davenport Contributor ⓘ
Politics

f

🐦

in

American college campuses are apparently natural hosts for a variety of intellectual viruses. Now comes the latest: presentism, the idea that we should apply the modern world's moral sensibilities to judge people and practices of the past. And, if historical characters are found wanting in the judgment of the present, the virus should eradicate their names from the campus.



Removing
the statue of
Cecil Rhodes
from the
UCT campus,
9 April 2015



Source: The Telegraph

Feministen dopen Rokin om tot Beyoncé Boulevard



Het Rokin kreeg een nieuwe naam © Tammy van Nerum

Presentism
in Amsterdam,
August 2018

Filips Marnix van St. Aldegonde
1540-1598

“since nobody knows who he is, so he can go”

Source: *Het Parool*



Issues around technology

- Living in your own reality
- Innovation for innovation's sake
- The disruptive forces of technology-based platforms
- Navigating with your own brain in the summer of 2018



Je hebt toch hersenen in je hoofd?

<https://www.youtube.com/watch?v=8MVqdefxq-o>



Key questions

Do we connect the global and the local in a meaningful way?

What do we find when we review learning outcomes?

How do we enable all our lecturers to facilitate critical thinking?

How to work with the OECD pilot projects on critical thinking?

**With whom
are we going
to research?**

Coventry University

OSLOMET

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**INTERNATIONALISATION AT HOME:
GLOBAL PERSPECTIVES FOR ALL STUDENTS**

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www.eaie.org/spotlight-internationalisation-home



Home › Blog

Advancing Internationalisation at Home: 5 key insights

Curriculum & Teaching, Policy & Strategy
By EVEKE DE LOUW, JOS BEELEN, ELSPETH JONES



More than 150 participants from 24 countries gathered at The Hague University of Applied Sciences for the Spotlight Seminar on Internationalisation at Home (IaH), on 28–29 November 2018. The Seminar kicked off with an early visit from the Dutch *Sinterklaas* (Saint Nicholas), that international bishop of all times, who visits families at home bearing gifts and treats. What followed were two intensive days of sessions covering various components of IaH.

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- > Mobility
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- > Policy & Strategy
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- > Strategic networks
- > Student services



Key insights from the Spotlight Seminar

1. Getting the message of IaH across to leaders and managers
2. Including an internationalised curriculum in accreditation standards
3. Connecting stakeholders in the process of internationalisation
4. Developing supporting strategies and infrastructures
5. Offering professional development for internationalising home curricula



Questions over soup and pretzels

1. What will the next layer in internationalisation be? Will it be leadership and if so, at what level(s)?
2. Which wicked problems can we teach to enable the development of critical citizenship in all our students?

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