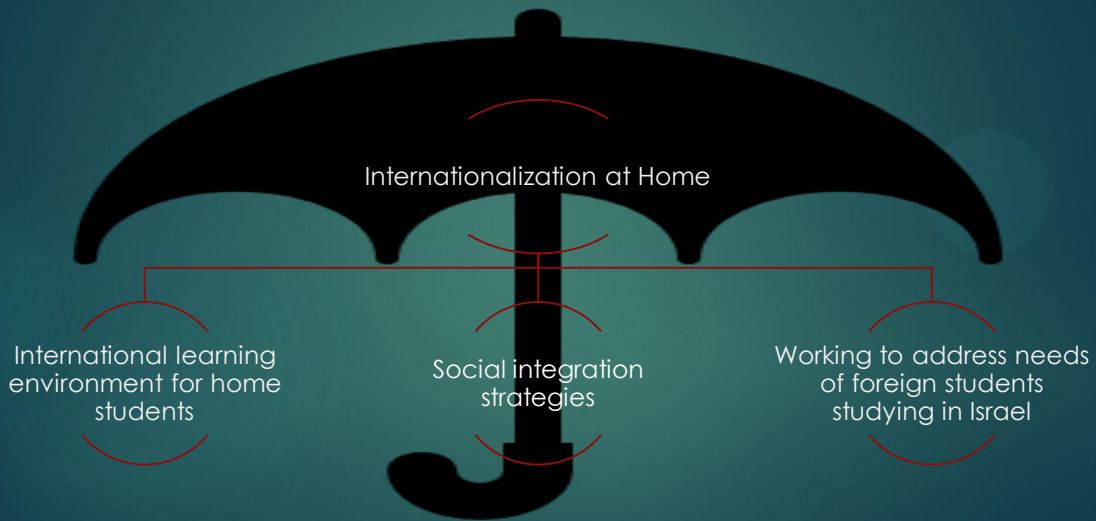# William Video
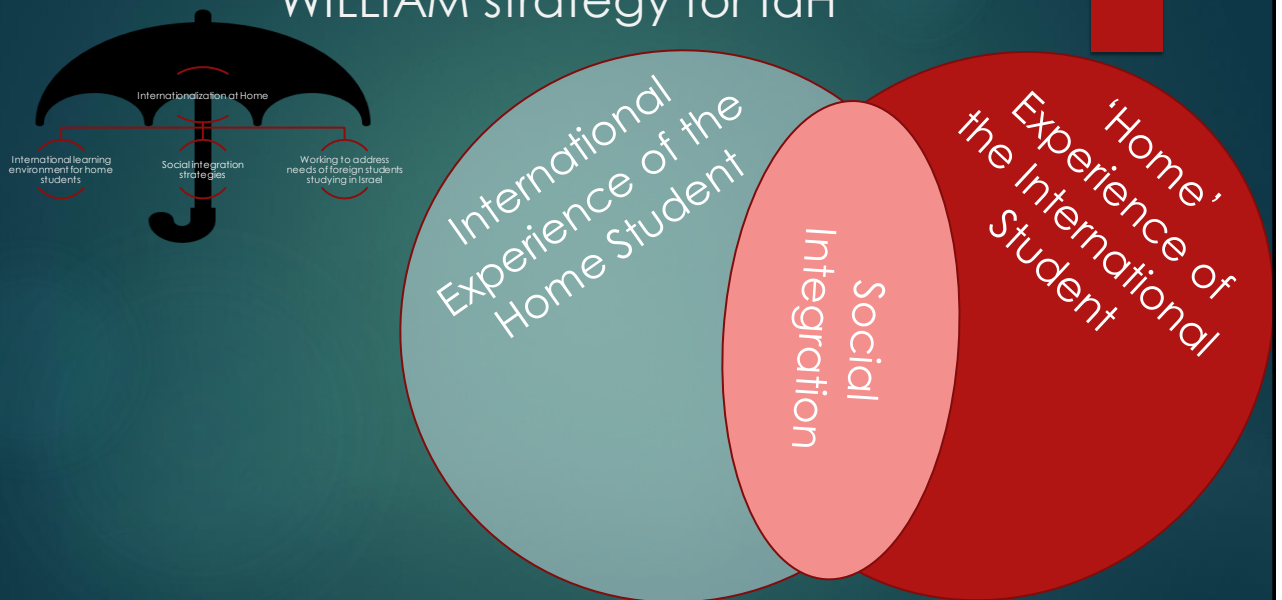
https://youtu.be/71gtlGs-78M

Working Definition of IaH

▶ "THE **PURPOSEFUL** INTEGRATION OF INTERNATIONAL AND INTERCULTURAL DIMENSIONS INTO THE **FORMAL** AND **INFORMAL CURRICULUM** FOR **ALL** STUDENTS WITHIN DOMESTIC LEARNING ENVIRONMENTS."

(Beelen & Jones, 2015)

WILLIAM strategy for IaH

Internationalization at Home

International learning environment for home students

Social integration strategies

Working to address needs of foreign students studying in Israel

WILLIAM strategy for IaH

Internationalization at Home

International learning environment for home students

Social integration strategies

Working to address needs of foreign students studying in Israel

International Experience of the Home Student

Social Integration

'Home' Experience of the International Student

3 Modules of IaH Activities in WILLIAM

Int'l Experience of Home Students

1-Virtual International Classrooms

2-International Curriculum in English

3-Promotion of International campus

Social Integration

4-Develop social Integration strategies and campaigns

5-Integrated Academic settings

6-Joint extra-curricular activities

Supportive & Welcoming Environment for Int'l Students

7-Integrated IROs fostering a supportive environment

8-Clear Protocols, regulations for incoming students

9-Staff and faculty training

IMPACT – 4 levels

National Level:
Develop a tool and set of measures that support IaH strategies across Israeli higher education institutions.

Institutional Level:
International student support services, through development of protocols/guidelines and social integration schemas.

Faculty/Curriculum Level:
Promoting virtual international classrooms and additional modules of internationalized learning as a means to engage faculty and students in international environments, without having to go abroad.

Student Level:
International students feel safe and comfortable in their learning environment and in the host society.
Local students are exposed to an international learning environment and gain skills that prepare them to function in an international setting.

Internationalization at Home

Year 3:
Devising best practices
& dissemination

Year 2:
Training, Implementation
& Assessment

WILLAM is here

Year 1:
Planning/learning
from partners

June 11-14, 2nd WILLIAM Consortium meeting/site visit, Innsbruck

June 11-14, 2nd WILLIAM Consortium meeting/site visit, Innsbruck, Austria

Goal of meeting:

- ▶ Develop plan for trainings & sharing of knowledge among institutions regarding IaH.
- ▶ For Israeli partners, begin devising institutional strategy for IaH:
    - ▶ How will Iah become part of your internationalization strategy?
    - ▶ What areas do you need to focus on within WILLIAM framework?

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Develop a tool and set of measures that support IaH strategies across Israeli higher education institutions.

Tool will allow for:

- ▶ Assessment of current IaH within an institution (0-100%)
- ▶ Help in identification of gaps in institutional IaH strategies
- ▶ Toolkit for how to implement possible models of activities
- ▶ Benchmarking to assess progress

Where we stand at present:

- ▶ WP1, conducted mapping of IaH across William partner institutions using IMPI assessment survey
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CHE data analysis: Insights for strategy development

- ▶ Differences between university and college students?
- ▶ Differences depending on students' departmental affiliation?
- ▶ Differences between perceptions of 1st, 2nd, 3rd degree students?
- ▶ What is the profile of a student that is most interested in internationalization?
- ▶ To what extent is level of English a barrier of interest in internationalized settings inside and outside the classroom?

Example of exploratory data analysis:

From CHE survey results:

- ▶ 78% of students are interested in interacting with international students.
- ▶ Of the possible barriers to interacting with international students on campus: (4 options)
    - ▶ cultural gaps,
    - ▶ lack of interest,
    - ▶ **lack of opportunities,** (60% of respondents marked this answer)
    - ▶ lack of common language

Example of exploratory data analysis:

Our exploratory analysis:

▶ We differentiate between colleges and universities, a significantly higher number of students answered 'lack of opportunities' **in the universities**. (55% at colleges and 66% at universities.) (F(2, 15342) = 84.18, $p < .001$)

▶ Possible insight: Just because you have more international students, don't think the connection will happen naturally. Social integration MUST BE PURPOSEFUL

▶ We did not find any differences between faculties, regarding this barrier.

From CHE survey results:

▶ Only 20% actually had a chance to meet and interact with international students

From our exploratory analysis:

▶ Significant differences between 1st, 2nd, 3rd degree (F(2, 14168) = 287.82, $p < .001$)

  ▶ 16% of 1st degree

  ▶ 26% of 2nd degree

  ▶ 51% of 3rd degree

▶ Note: data on doctoral students tends to get lost in analysis of total student averages

Example of exploratory data analysis:

From CHE survey results:

Would you like to have more opportunities to meet students from abroad?

▶ 84% would be interested in more opportunities to meet students

▶ One might think that this is affected by level of English, faculty student studies in, etc…

Example of exploratory data analysis:

Our exploratory analysis:

▶ 84% is across the board,

▶ This is regardless of whether a student attends a college/university, OR the fact that university students' English level is on average higher ($F(2, 11611) = 140.22$, $p < .001$), universities $M = 3.32$, $SD = 0.72$, public colleges $M = 3.05$, $SD = 0.82$.)

▶ Possible insight: Social integration strategies are applicable for ALL students.
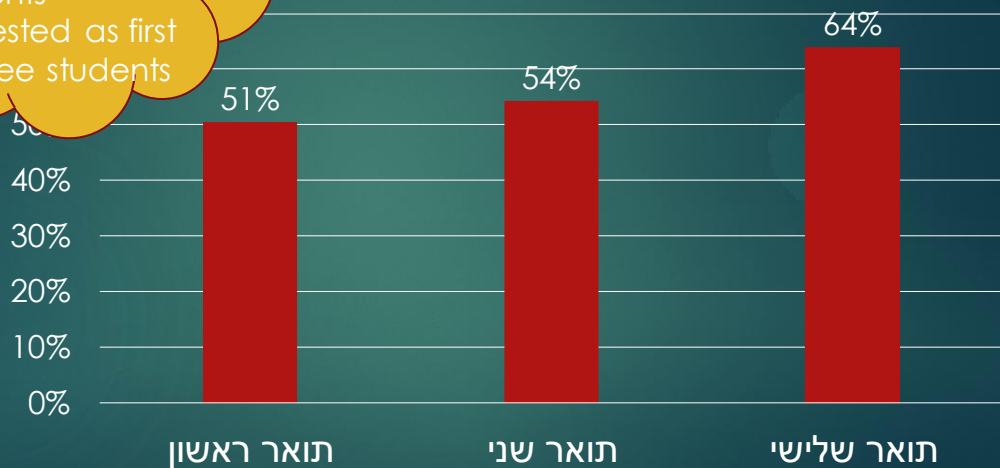
Now let's take a look inside the classroom:

From CHE results:

▶ 51% of students are interested in learning a class in English.


From ___ alysis:

Possible insight: Just as hard to get masters students interested as first degree students

מעוניין בקורס תוכן באנגלית

| | 51% | 54% | 64% |

- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

תואר ראשון   תואר שני   תואר שלישי

*No statistical difference between 1 & 2 degrees

How do you get more students interested in taking a class in English?

	תואר ראשון	תואר שני	תואר שלישי
מעוניין בקורס תוכן באנגלית	51%	54%	64%
מעוניין ללמוד בקורסים משותפים	84%	85%	90%
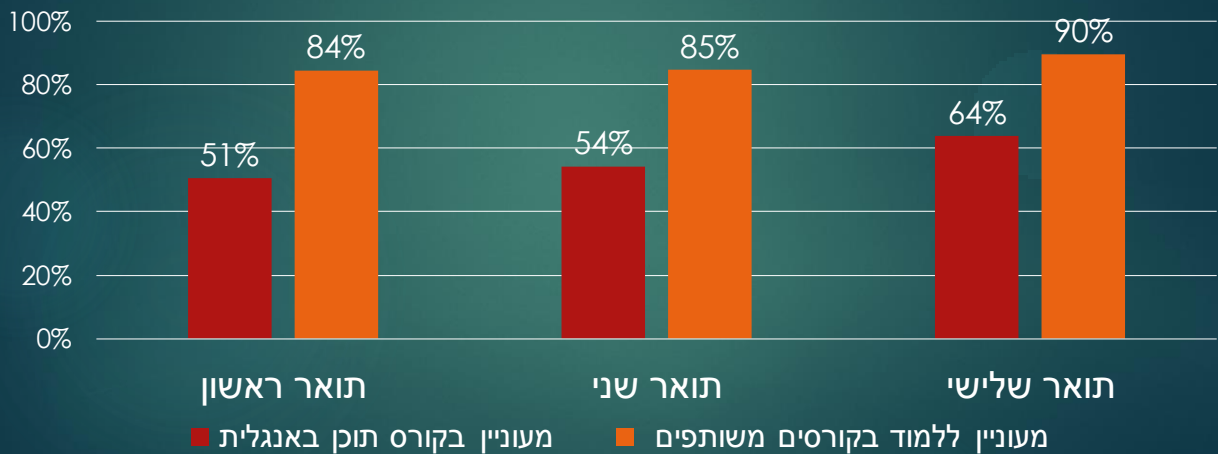
From a look at the students to a look at the institutions

▸ To what exten...

To what extent do your studies provide you with the relevant skills, in the following areas?

11

National Level:
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IMPI SURVEY, Indicators for Mapping and Profiling Internationalization
## Do you have in place.... Yes/no*

Internationalization at home – staff/faculty incentives & support
Strategy/Regulations/Structures
Quality Assurance
Internationalising Curriculum/classroom
Support international students
Social integration
Support for domestic students for IaH

*IMPI does not assess quality of what is in place, just if it is in place.

TRAINING FOR FACULTY TEACHING INTERNATIONAL STUDENTS

(Chart: bars for TYPE 2, TYPE 2, TYPE 2, TYPE 2, TYPE 1, TYPE 1, TYPE 1, EU, EU, EU)
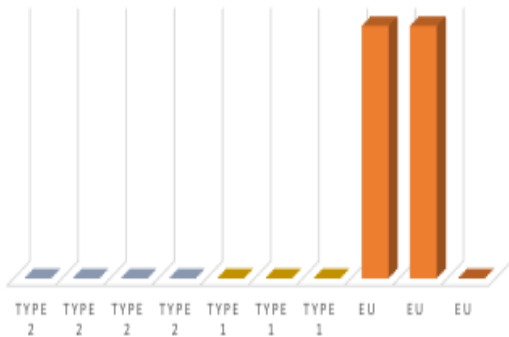
ADMINISTRATIVE STAFF INTERCULTURAL TRAINING OR TRAINING FOR INTERNATIONALIZATION AWARENESS

(Chart: bars for TYPE 2, TYPE 2, TYPE 2, TYPE 2, TYPE 1, TYPE 1, TYPE 1, EU, EU, EU)
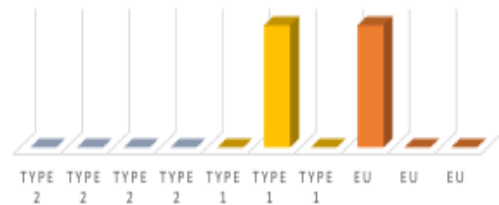
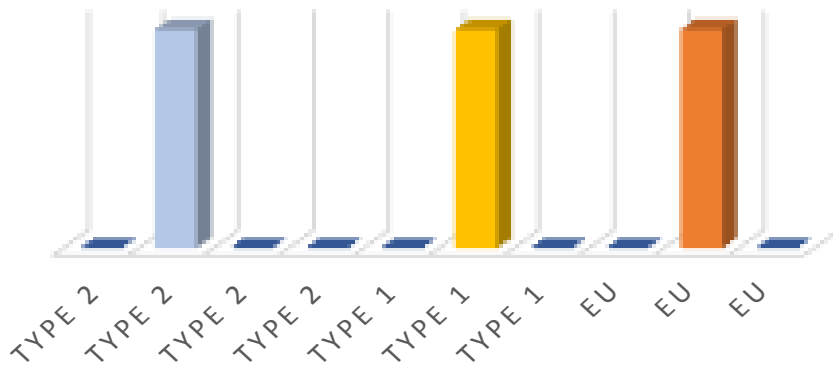**Lacking** across the board - training for Faculty and Administrative staff

PROCEDURES AND PROTOCOLS FOR INTERNATIONAL STUDENTS

(Chart: bars for TYPE 2, TYPE 2, TYPE 2, TYPE 2, TYPE 1, TYPE 1, TYPE 1, EU, EU, EU)

13
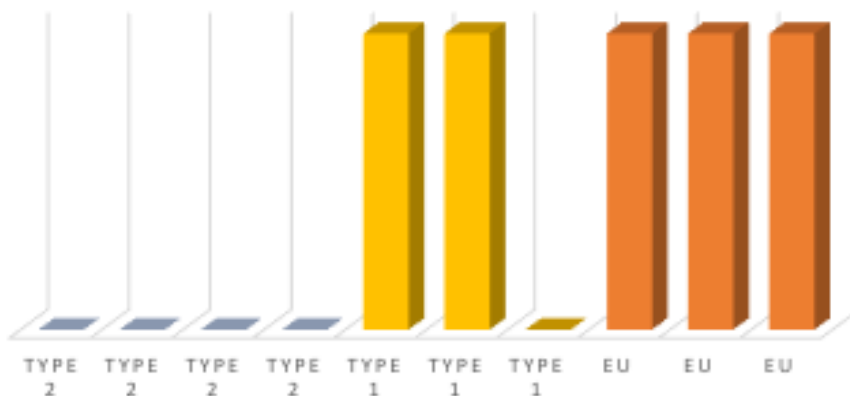
COLLABORATIVE VIRTUAL CLASSROOMS

TYPE 2 TYPE 2 TYPE 2 TYPE 2 TYPE 1 TYPE 1 TYPE 1 EU EU EU

Differences by Type of Institutions

Differences by HEI type
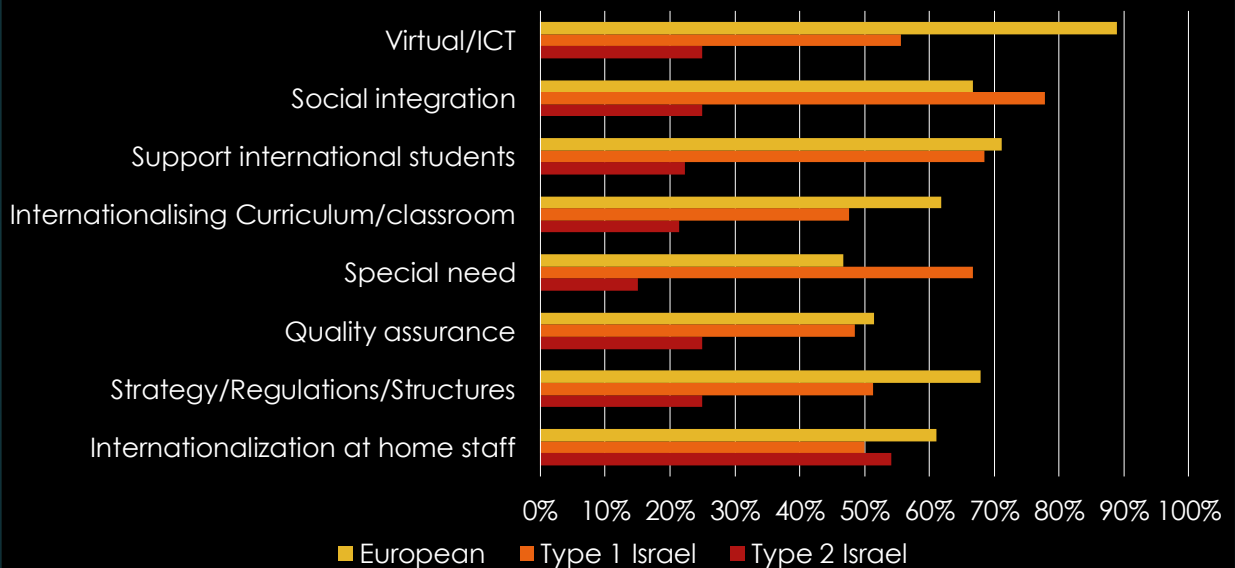
Virtual/ICT

Social integration

Support international students

Internationalising Curriculum/classroom

Special need

Quality assurance

Strategy/Regulations/Structures

Internationalization at home staff

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ European   ■ Type 1 Israel   ■ Type 2 Israel

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Early stages of developing a tool for:
IaH self-assessment,
strategy building,
benchmarking

Step 1: IaH Self Assessment

- ▶ Yes/no Closed Questions: IMPI Toolkit, Indicators for Mapping and Profiling Internationalization
- ▶ Closed and open questions: WILLIAM Logical Framework Model

The 7 IMPI Composite Indicators of IaH

Internationalization at home – staff/faculty incentives & support
Strategy/Regulations/Structures
Quality Assurance
Internationalising Curriculum/classroom
Support international students
Social integration
Virtual/ICT

Sample questions for the indicator "Support international students":

Does your university/college provide incoming international students with information about study conditions at your university/college (such as the academic year schedule and timetable for examinations)?
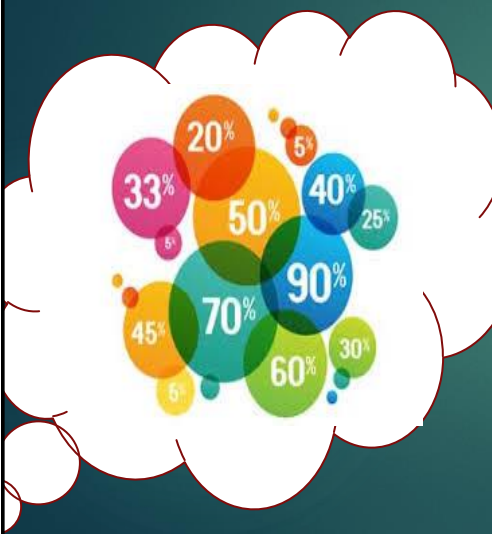
Does your university/college provide language training for incoming international students?

Does your university/college assist international students with work placement issues?

Does your university/college offer semester/year-long language course units to incoming students?

Are e-coaching and virtual support to international students an integrated part of the mission of your university/college?

After completing questionnaire, weigh each category by importance to your institutional strategy

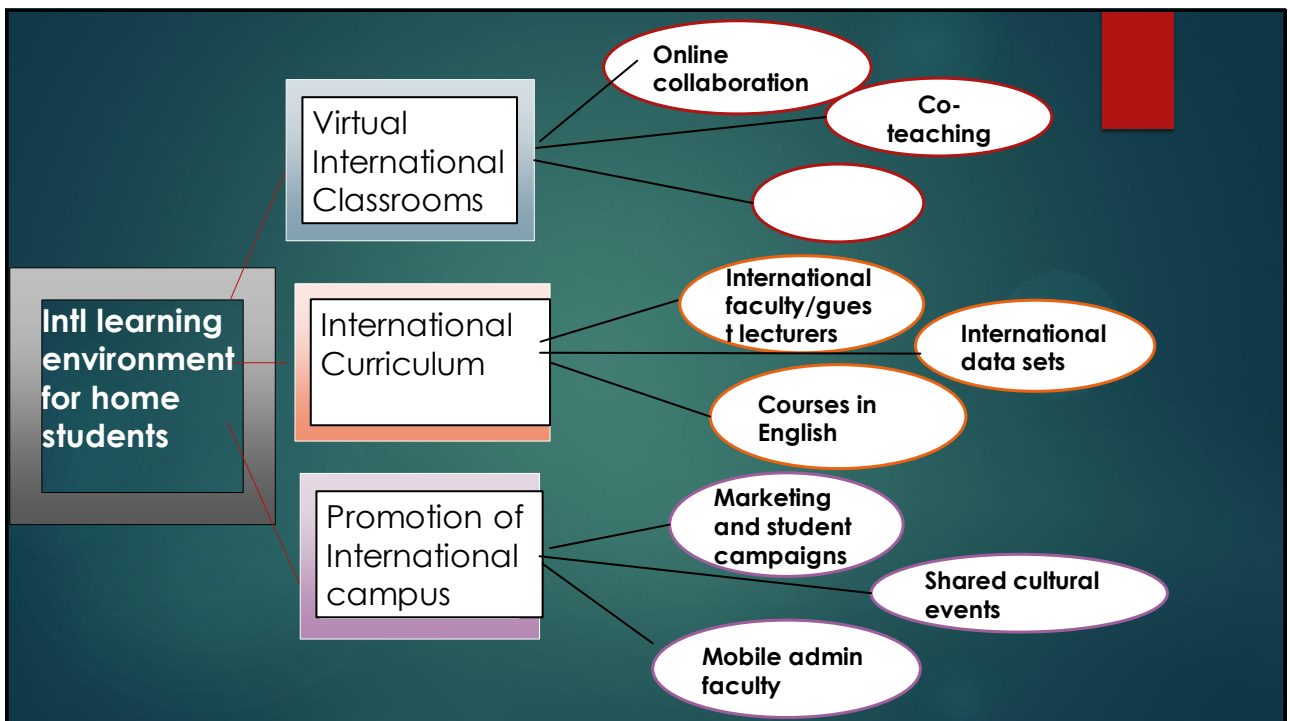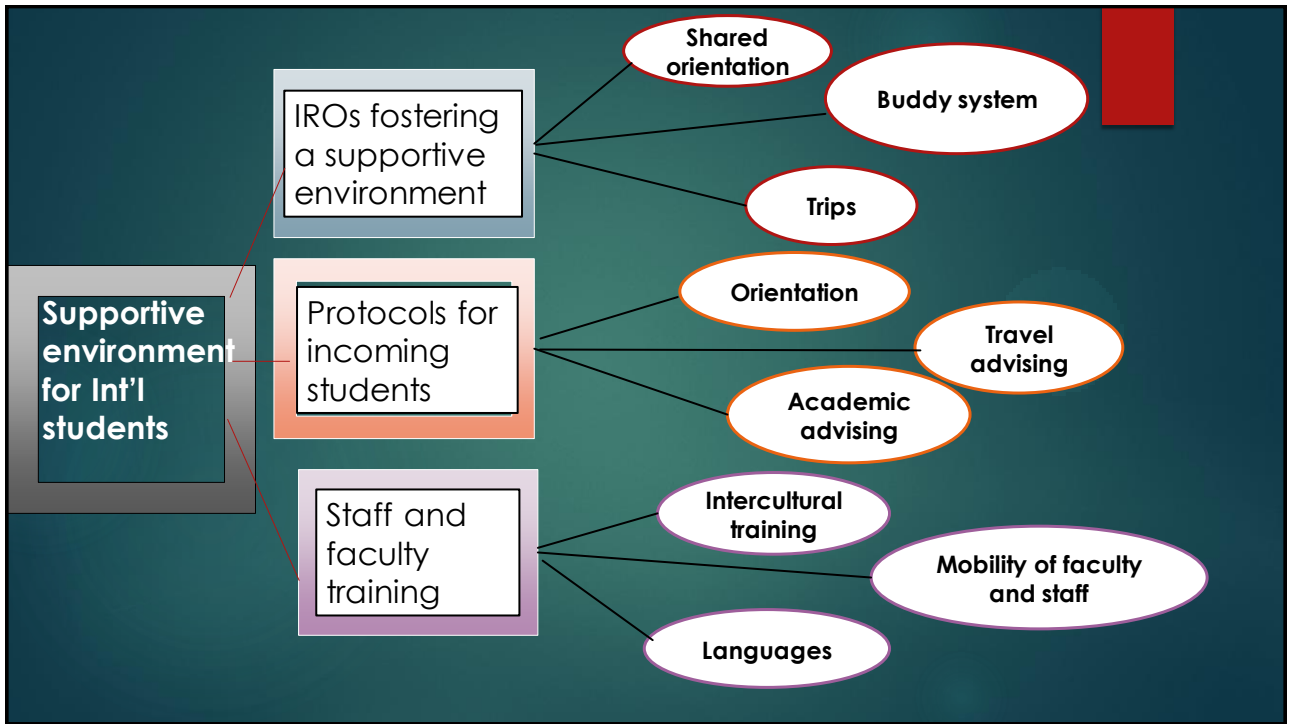| |
|---|
| Internationalization at home – staff/faculty incentives & support |
| Strategy/Regulations/Structures |
| Quality Assurance |
| Internationalising Curriculum/classroom |
| Support international students |
| Social integration |
| Virtual/ICT |

Based on how one answers each item on the survey AND how one weighs each category, a score and diagnostic will be provided.

▶Note: at some point, there can be a standardized weighing, but for now it is individualized…

Step 1: Self Assessment

⬇

Step 2: Strategy building

Supportive environment for Int'l students

- IROs fostering a supportive environment
  - Shared orientation
  - Buddy system
  - Trips
- Protocols for incoming students
  - Orientation
  - Travel advising
  - Academic advising
- Staff and faculty training
  - Intercultural training
  - Mobility of faculty and staff
  - Languages

Intl learning environment for home students

- Virtual International Classrooms
  - Online collaboration
  - Co-teaching
- International Curriculum
  - International faculty/guest lecturers
  - International data sets
  - Courses in English
- Promotion of International campus
  - Marketing and student campaigns
  - Shared cultural events
  - Mobile admin faculty

Slide 1

Social Integration Strategies

Joint extra-curricular activities
- Simulations, Role plays; ~~stage debates~~
- Shared lectures

Integrated Academic settings
- Virtual classrooms
- Faculty training
- Joint classes

Social Integration strategies & campaigns
- International week
- cultural diversity in the classroom

Slide 2

Step 1: Self Assessment

Step 2: Strategy building

Step 3: Benchmarking

Tools for benchmarking:

CHE (faculty + students)

SUCTI

Interviews

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Partners' perspectives

- ▶ What are some of the ways in which WILLIAM relates to your internationalization strategy?
- ▶ What areas do you think will be the most challenging to develop/implement?
- ▶ More general thoughts on the process of Internationalization at home

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IaH Prioritization Exercise:

Indicators for Internationalization at Home

- ▶ Are there some you would change?
- ▶ Are there some you would add or take away?
- ▶ How would you weigh these categories in terms of their importance (total of 100)?

Internationalization at home – staff/faculty incentives & support
Strategy/Regulations/Structures
Quality Assurance
Internationalising Curriculum/classroom
Support international students
Social integration
Virtual/ICT

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