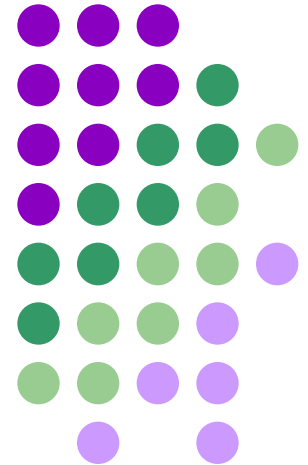


Elspeth Jones



Internationalisation and the Student Voice

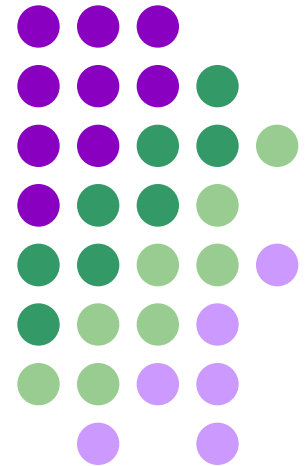


International education



Development of cross-cultural capability

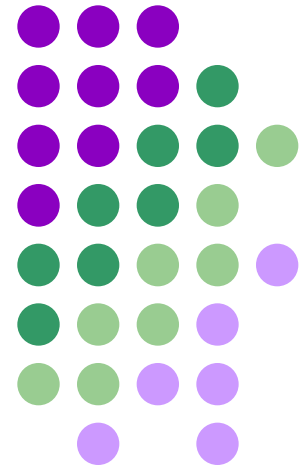
- Intercultural skills?
- Culture learning?





cross-cultural capability

Killick defines cross-cultural capability as the ability 'to communicate effectively across cultures, to see one's discipline and subsequent professional practice in cultural perspective, and to recognise the legitimacy of other cultural practices in both personal and professional life' (Killick, 2009).

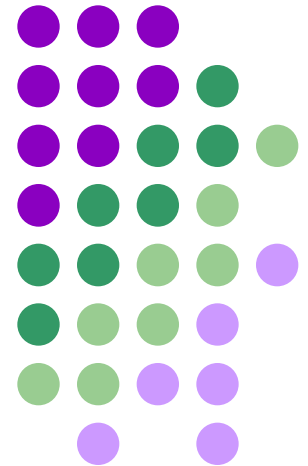


Two components to internationalisation (Knight 2006)



Internationalisation at Home: activities that help students develop international understanding and intercultural skills

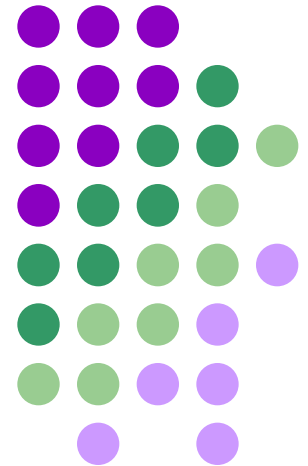
Internationalisation Abroad: all forms of education across borders, mobility of students, teachers, scholars, programmes, courses, curriculum, projects



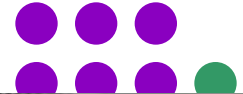
International students already 'abroad'



Informal as well as formal curriculum
opportunities – internationalisation on
campus



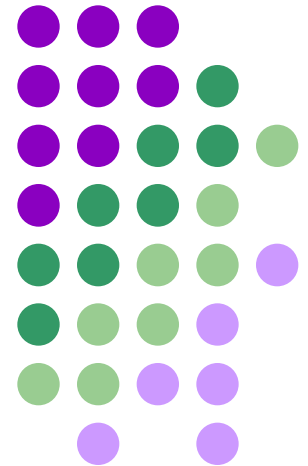
Carnegie Celtic Festival





Impact on students

As someone with both Irish and Welsh blood, the Leeds Met Celtic festival hasgiven me the opportunity to reflect about the two sides of my family who came to settle in London....and enabled me to paint a clearer picture of my own identity



Ben Cotton, Graduate Trainee
International Reflections 9th Feb 2009

Engaging the local community

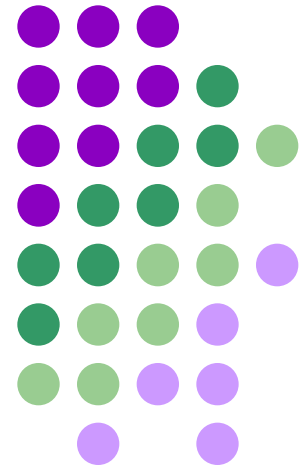


Film seasons

Islamic Awareness Week

Seminars/Exhibitions

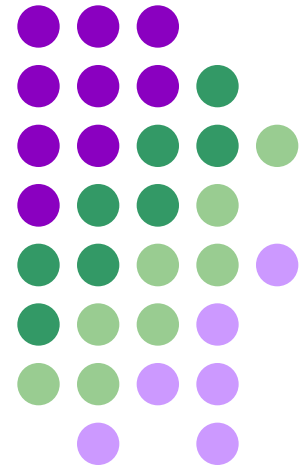
Anne Frank



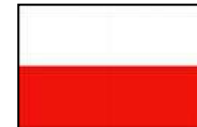
Alternative to Study Abroad



- Short-term (3-4 weeks) international volunteering
- Community and conservation projects
- Working with partners
- Sustainable relationships
- Leeds Met 50% contribution to overall cost
- Bronze, silver, gold and platinum Global Citizen Awards



International Volunteering



15 projects, ten countries across six continents.
148 students supported at 50% of costs in 2007

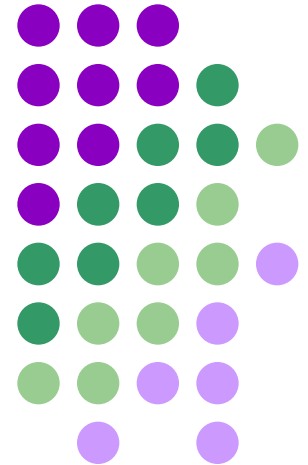


Personal transformation – international as well as UK students



Re-thinking of previously-held views
or stereotypes

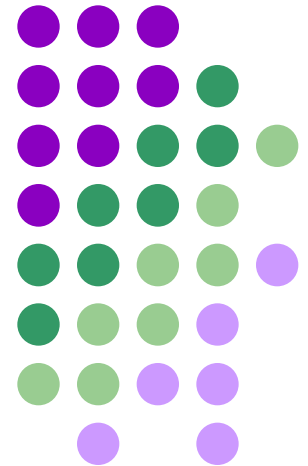
1. Learning about self
2. Learning about cultural 'others'
3. Learning about group empathy



Learning about cultural 'others'



'Before I went on the trip I was beginning to think about multi-culturalism..but... it's actually meeting people who are different and.. sharing experiences with them in the rawest human form. It's just completely cemented my faith... in the fact that we are all equal and different and that this should be celebrated. And now that's cemented all I can do is build on that with what I do with my life.'

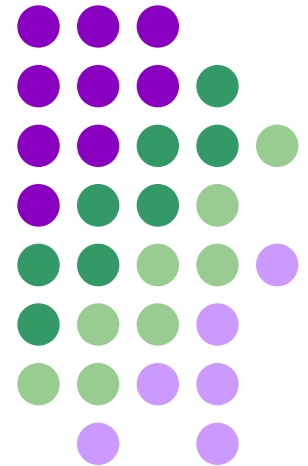




Making a difference

'You just sort of feel humbled that you've actually helped out.'

'It was three weeks full on, where we worked everyday and you got something very different out of it... you build something and you see someone play on what you have built, it's a very different level of.. achievement.'

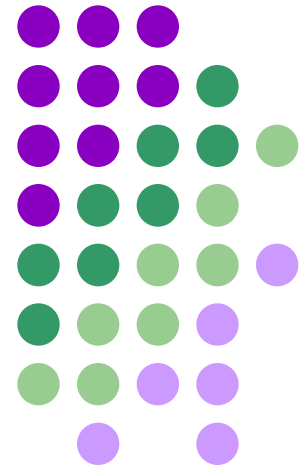




Employability

- patience
- sensitivity
- mediation skills
- team work
- organisational skills

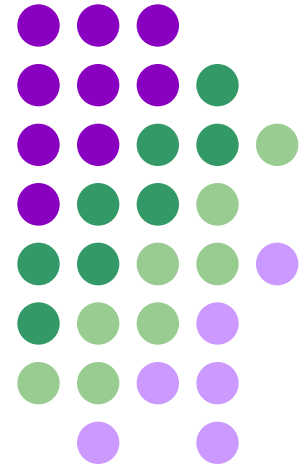
*'[I've had] quite a few different interviews..
and it helps... 300% to have the
opportunities of going abroad ..*



In summary



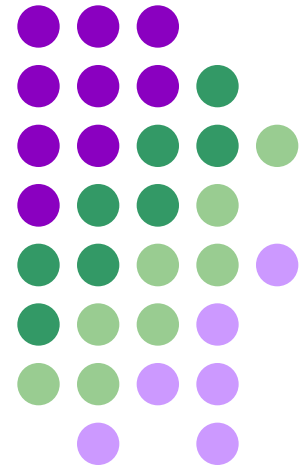
- Crucial to listen to the student voice
- Provide events and activities which will bring domestic and international students together naturally



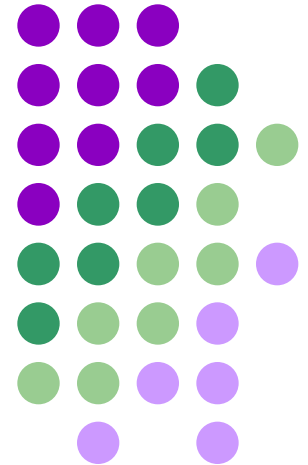
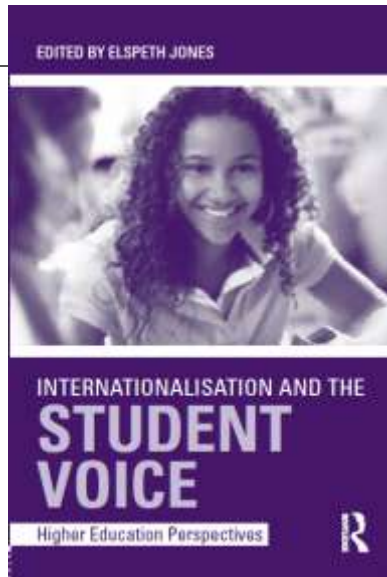
Effective Internationalisation



Equally important to provide and evaluate **informal curriculum** opportunities for internationalisation as it is to **internationalise the formal curriculum**, not least because of the opportunities for domestic and international students to **integrate** in meaningful contexts



**Jones, E. and Brown, S. (Eds)
(2007) Internationalising
Higher Education. Routledge**



**Jones, E (Ed) (2010) Internationalisation and
the Student Voice. Routledge**

Contact me



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