The Use of Learning Outcomes in the Internationalisation Policy of Ghent University

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Prerequisite

In order to measure the effects (impact, success) of your internationalization (strategy, activities,…)

→Necessary to **define *what*** you want to achieve

→But also: ***why***?

Need for a “common language”

Enters:

The concept *International / intercultural learning outcomes*

(in short: ILO’s)

Example of a (Int.) learning outcome

(based upon Core2)

The nurse autonomously builds a professional relationship with a person demanding care, also in non-familiar and/or complex care situations, focused on the somatic, social, psychic and existential wellbeing of that person in a multicultural environment.

5 key elements:

- Active verb (cfr. Bloom)
- Type of learning outcome:
  - Knowledge
  - Skill
  - Cognitive process
  - Broader competence (integration)
- Domain of learning outcome
- Level-indicator
- Scope and/or context of LO

What are ILO's?

- Learning outcomes that in a certain **domain** and at a certain **level have an international and/or intercultural scope and/or context**

➔**domain**: defined by the programme!

➔**level**: can be different for bachelor, master,…

➔**scope and/or context**: see hereafter

International and/or intercultural scope and/or context

Intercultural learning outcomes

- Scope/context: strategies and skills for functioning in other cultures, intercultural interaction techniques → *more "person"-related*
- Description: *learning outcomes which enable effective & appropriate communication with people of other cultures*

International learning outcomes

- Scope/context: cognitive & cultural flexibility, sociability, comparative civics, socio-economic geography → *more "environment"-related*
- Description: *learning outcomes (mostly personal attributes and understanding) which enable effective & appropriate functioning outside one's environment.*

(based upon Axel Aerden, NVAO)

Why use the concept international/intercultural competences? (2)

- Challenges in society → are contemporary curricula acceptable without these?
- Unique chance to anchor internationalisation
- Broadens internationalisation to *all* students
- Focus on educational quality and impact on students
- Necessary to include (almost) all staff members

Why use the concept international/intercultural competences? (2)

- Enhances **transparency**
- Creates a '**common language**', beneficial e.g.in contacts with foreign colleagues
- Offers opportunities for (international) **cooperation and benchmarking**
- Is more and more used as a core element in different **international frameworks**
- Is recommended by **European Parliament**

European Parliament

DIRECTORATE-GENERAL FOR INTERNAL POLICIES

POLICY DEPARTMENT B
STRUCTURAL AND COHESION POLICIES

Agriculture and Rural Development

Culture and Education

Fisheries

Regional Development

Transport and Tourism

INTERNATIONALISATION OF HIGHER EDUCATION

STUDY

EN DE FR

2015

Set out below are **recommendations** on the internationalisation of higher education for all policy levels:

1. Address the challenges of credit and degree mobility imbalances and institutional cooperation, stemming from substantial differences in higher education systems, procedures and funding.
2. Recognise the growing popularity of work placements and build options to combine them with language and cultural skills training and study abroad.
3. Support the important role of academic and administrative staff in the further development of IoHE.
4. Foster greater higher education and industry collaboration in the context of mobility of students and staff.
5. Pay more attention to the importance of 'Internationalisation at home', integrating international and intercultural learning outcomes into the curriculum for all students.
6. Remove the barriers that impede the development of joint degrees.
7. Develop innovative models of digital and blended learning as an instrument to complement IoHE.
8. Align IoHE with internationalisation at other levels of education (primary, secondary, vocational and adult education).
9. Stimulate bilingual and multilingual learning at the primary and secondary education level as a basis for a language policy based on diversity.
10. Remove barriers between internationalisation of research and education, at all levels, for greater synergy and opportunity.

"integrating international and intercultural learning outcomes into the curriculum for all students"

New Ghent University Policy:

International and intercultural competences for all Ghent University graduates

Under preparation: a “Guidebook”

- Meant to support faculties in the general introduction of “international and intercultural competences” in all programmes
- In line with the third strategic goal of the Integrated Policy Plan for Internationalisation of Ghent University:

> *Ghent University internationalises its education as much as possible by structurally embedding mobility of students and staff and internationalisation@home*

A “Guidebook” as part of a broader process

- **Inspire**
  - extra / concrete examples and best practices
  - a thematic internal UGent-seminar
- **Inform**
  - provide data to programmes/faculties
  - link to existing practices/opportunities (also outside UGent)
- **Coach**
  - give programmes/faculties the possibility to be coached to go through the process
- **Stimulate**
  - check feasibility of giving incentives
  - support “label” applications

Starting point: the revised UGent Competence Model

Competence field 5: Societal competence *An academic is conscious about the cross-fertilization between the temporary and societal context and science and integrates these insights in his/her own work.*	
5.4 Have insight in intercultural and international debates	**5.4 Integrate culture-sensitivity and respect for diversity in scientific work**

Education Council, 29 October 2015

UNIVERSITEIT GENT

International Relations Office

International and intercultural competences for all Ghent University graduates: an introductory guide

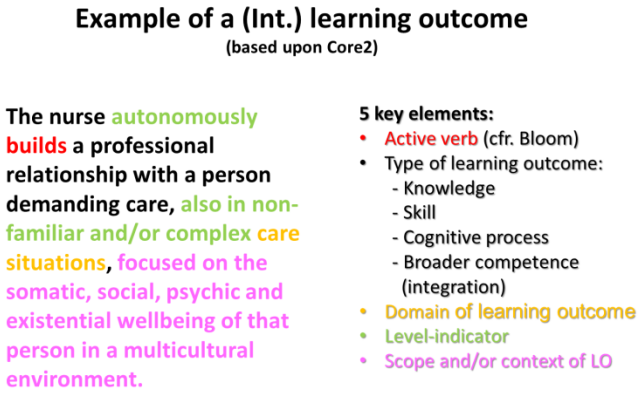
Preface

This document is meant to ***support faculties in the general introduction of "international and intercultural competences" in all programmes****. There are several reasons to implement this concept. Current challenges in society make us first of all question whether contemporary curricula are acceptable without graduates achieving such international and intercultural competences. It is also a unique chance to anchor internationalisation in the curricula and to broaden internationalisation to all students and to include (almost) all staff members in internal internationalisation debates. It shifts the focus on internationalisation as an end in itself to internationalisation as a driver for educational quality and to its impact on students. Above this, the use of the concept of international and intercultural competences enhances transparency since it creates a kind of 'common language', beneficial e.g.in contacts with foreign colleagues, and offers opportunities for (international) cooperation and benchmarking. Finally the concept is also more and more used as a core element in different international frameworks focusing on the quality of internationalisation, e.g. the framework for the Distinctive Quality Feature of the NVAO and the frameworks for the Certificate on Quality in Internationalisation of the EQA.*

Content of the “Guidebook”

- Defining a vision on internationalisation
- Three steps implementation phase
  - Defining and describing the programme’s international/intercultural competences
  - Creating opportunities for international/intercultural learning experiences
    - Internationalisation experiences: creating opportunities for all students
    - Internationalisation dimension: creating an international classroom
  - Measuring the achievement of the envisaged international/intercultural competences

1. Describing the intended ILO's



- More than (generic)

  "*soft skills*", e.g. language skills, global engagement, interculturality, personal growth etc. *[although most literature refers 'merely' to this)*

- It (also) concerns the core competences of the discipline

Design projects and strategies for action in the areas of social education related to children, youth, adults and older people in different contexts and situations, taking into account the available knowledge, the integral development of individuals and equality and equity criteria to ensure human rights and social cohesion.

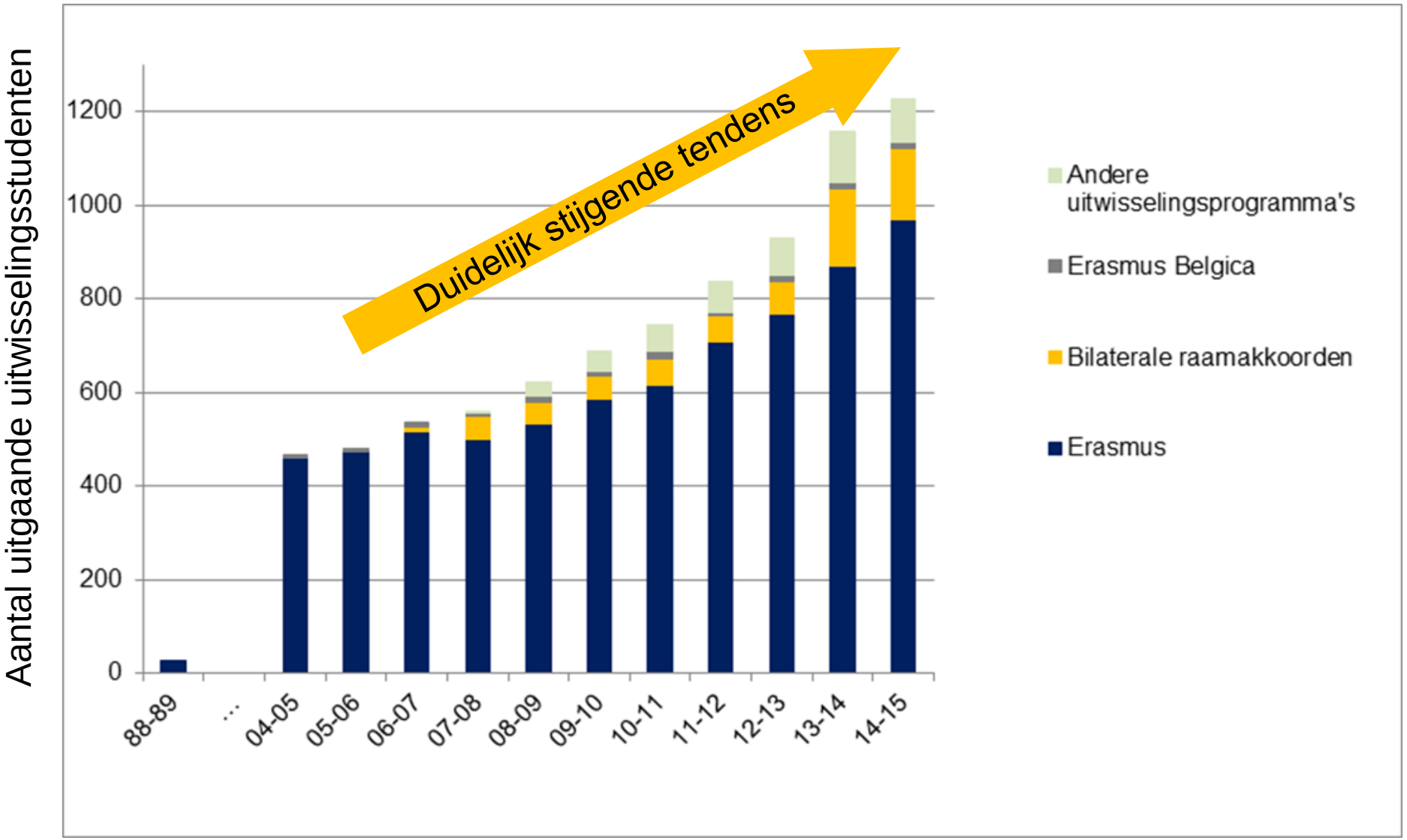
To know and be able to analyze international models of education and training for adults and its realization in the international, national and regional contexts.

Have knowledge of business administrative theoretical insights and factual findings on business: environmental knowledge: competitors relations, international cooperation, social responsibility, cultural diversity; interaction between companies and determinants of business development.

Social communicative skills: be able to deal with other people and be able to work in a team with people with different; backgrounds and expertise; be able to function in an international business context, often in foreign countries; be able to communicate with professional and non-professional partners from different fields of language and culture; be able to communicate in the English language.

2. Realizing these ILO's (activities/staff/students)

- Important: *the inclusion in the programme's set of LO's means that **ALL LO's** (including the ILO's) have to be achieved by **ALL students**!*
- Surpasses EU's "20%-goal"!
- Although mobility remains a "royal pathway", alternatives have to be further explored and be treated on an equal basis


Aantal uitgaande uitwisselingsstudenten
1200
1000
800
600
400
200
0
Duidelijk stijgende tendens
88-89
…
04-05
05-06
06-07
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
Andere uitwisselingsprogramma's
Erasmus Belgica
Bilaterale raamakkoorden
Erasmus

VIA
VIA
CSA
Hannover

Di(ver)sability Awareness

Coping with diversity in higher education

SIHO
STEUNPUNT INCLUSIEF HOGER ONDERWIJS

¿Îñţéŗňåţĭøňâļîşäţîðñ?
@ Home

UNIVERSITEIT

International Classroom

Intensive Programmes

Diverse Student Body

Window of opportunity

Exchange Programme

Moocs

Foreign Teaching Staff

Summer Programmes

Virtual Mobilty

Internationalisation Experience

Short Term Mobility

Internationalisation@Home

Internationalisation Dimension

Field Trips

Multiperspectivism

International Courses

Course Contents

workshop
e-learning
online
WEBINAR
seminar
web
educatio
training

GHENT UNIVERSITY
2014

ARE
MOOCS
THE FUTURE
OF EDUCATION?

GHENT
EST. 1817
GHENT
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UNIVERSITY
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UNIVERSITY.

3. Measuring the achievement of the intended *"intercultural / international learning outcomes"*

- Challenge: **how to demonstrate** the achievement of these defined *international and intercultural learning outcomes*
  - Cf. tendency towards competence based learning → assessment of competences is a challenge anyhow
  - How to demonstrate these are the result of internationalisation?
- Seems to be a kind of 'holy grail'

Specific difficulty: learning outcomes with a predominantly intercultural character

- Large “attitude”-component makes this a greater challenge
- Some suggestions (cfr. Darla Deardorff):
  - Clearly define what you want to measure
  - Use a mix of *direct* and *indirect* assessment methods (e.g. group presentation + individual reflection)
  - Match the method with the learning outcome (suitability)
- Use existing materials and dare to trust students’ self-assessment

Some references

- More and more: attention to the assessment of learning outcomes in general
  - AHELO-project (OECD)
  - APEL-procedures
  - In many competence-oriented programmes
- My own research: "*An evaluation of the IMPACT of internationalisation on the higher education curricula (in Flanders)*" (2003)

One of the conclusions…

"Although the methodology clearly needs some refinement (…), we are convinced that measuring achieved international/intercultural learning outcomes is one of the most effective, impartial (i.e. not biased by disciplines, cultures, activities,…) and all-embracing ways of measuring the impact of internationalisation."

IMPACT-project

- **For each c… vit… relevant data, e.g.:**

'short'= also implicit, not intensive, superfluous,…

'long'= +3months, intensive, explicit,…

	Graduates			Teachers (about graduates)
	None	*'Short'*	*'Long'*	
Competence level before training	2.7	2.4	2.8	1.6
Competence level after training	3.5	3.5	3.7	3.1
Importance of competence	4.0	4.1	4.0	3.9
Impact internationalisation	1.6 ⇔	1.7 ⇔	3.0	2.5

Statistically relevant!

- **Important assumptions:**
  - **teachers are able to assess studen…**
  - **students can cope with self-assessments**

  (but what if not…)

Impact on which ?

- Intensive/long **internationalisation experience** most clearly influenced: *perseverance*, *communicating in other languages* and *multi-cultural openness*; to a lesser extent *independent decision-making*, *using the Internet* and *interdisciplinary work*.
- **Internationalisation dimension** has an impact on *developing projects*, *carrying out research independently*, *synthesising information, solving problems, using the Internet, making ethical choices, selecting relevant information* and *working in an interdisciplinary way*

IMPACT-project:
Relevant conclusions for this discussion

- Linking “internationalisation *input*” (type/length/intensity/… of activities, level of services,…) to “students’ learning *outcomes*” = possible and relevant
- The “level” of this correlation is a relevant indicator for the quality of the programme’s internationalisation

International / intercultural Learning outcomes in QA → CeQuInt

Certificate on Quality in Internationalisation

Project coordinated by European Consortium of Accreditation Agencies (ECA)

CeQuInt 2012-2015

The CeQuInt project has developed a methodology to assess the quality of internationalisation in higher education. The overall aim of the project partners is to assess, enhance and reward internationalisation.
The project is co-funded by the Lifelong Learning Programme of the European Union.

Education and Culture DG
Lifelong Learning Programme

Register now: Conference 'Assessing the Quality of Internationalisation'

The registrations are open!

The Dissemination Conference

26 and 27 February 2015 - Paris, France

Good practices workshop

The workshop presented good practices and further developed the concept "good practice in internationalisation"

CeQuInt Newsletter

The CeQuInt newsletter is send out quarterly and provides information about the ongoing project activities

Progress report

On 28 April 2014, we presented our progress report to the Executive Agency, our co-funding body. Read how well our project is advancing.

Current methodology

The most relevant and necessary documents outlining the current methodology.

Pilot procedures

The project consortium will test their developed methodology in twelve pilot procedures.

Aims & objectives

Quality assurance agencies want to establish a methodology to assess, reward and enhance internationalisation.

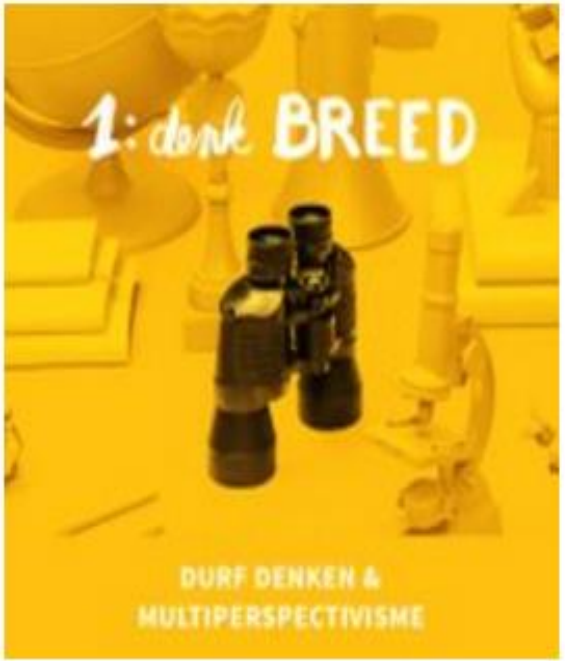
Project consortium

The partnership encompassess 14 partners from 11 countries, consisting of quality assurance agencies and internationalisation organisations.

Conclusions

- ILO's constitute a common language
  - to describe the intentions
  - to facilitate the realization
  - to measure the achievement

  of internationalisation
- This practice is growing, including in QA at institutional or sub-institutional level (e.g. faculty, programme)
- ILO's broadens internationalisation to *all*
- Can be used to monitor/measure internationalisation



6 focal areas

Overleg Grenzen

De wereld is zo groot als hoe ver je durft te kijken. Daarom bouwt de Universiteit Gent bruggen over de grenzen heen. We zetten onze deuren open voor studenten uit de gehele wereld en verwelkomen buitenlandse docenten en wetenschappelijk personeel. De frisse ideeën, andere invalshoeken en nieuwe visies die zij meebrengen, zorgen ervoor dat we onszelf constant kunnen verbeteren. Wat uiteraard de kwaliteit van ons onderwijs en onderzoek vooruit helpt.

Als universiteit willen we onze studenten en ons personeel internationale en interculturele bagage meegeven. We geven ze de kans om over de grenzen heen ervaring op te doen door samen te werken met collega's en instellingen in het buitenland.

Internationalisation
= one of the 6 focal areas

Institution-wide KPI's

- *"Internationalisation has a prominent place in Ghent University's education to offer students maximal chances to gain international/intercultural competences. To achieve this, there is a strong focus on internationalisation projects, optimal student- and staff mobility, Internationalisation@Home and virtual mobility."*
- By 2020:
  - 25% of all graduates have a study abroad experience
  - 100% of all study programmes have incorporated international and intercultural competences in the programme competences

Continuous monitoring → UGI (UGent integrated information)

UGI-ONDERWIJSBELEID

ManaBa afgestudeerd met mobiliteit: overzicht

Meetpunt #Afgestudeerde

Laatste update: 26-03-2016

Uw selectie

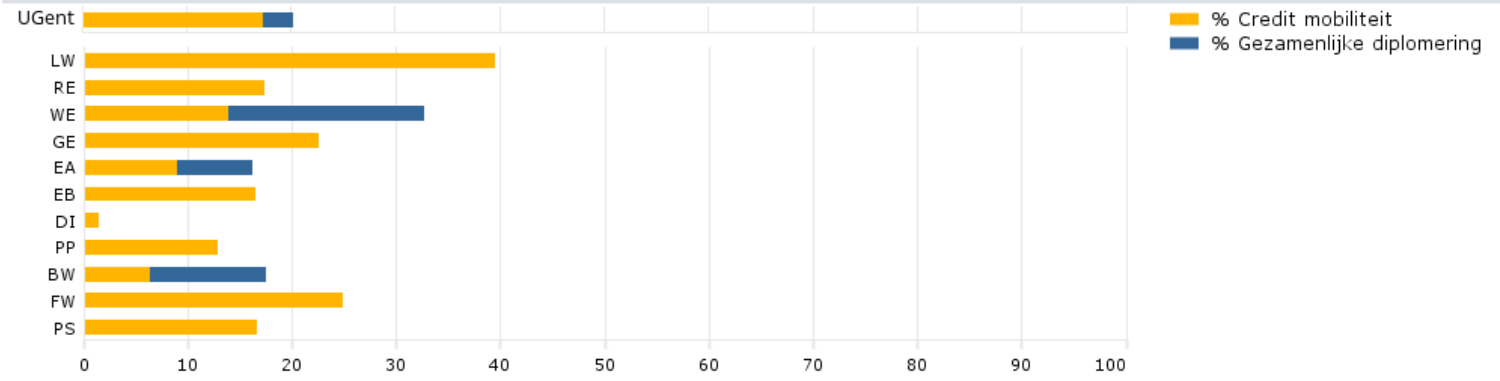
Slaagjaar 14-15

Gaan

Verwante pagina's

Detail ManaBa afgest. met uitwisseling

	Totaal #Afgestudeerd	Creditmobiliteit #Afgestudeerd	Gezamenlijke dipl. #Afgestudeerd	Totale mobiliteit #Afgestudeerd	% Afgestudeerd met mobiliteit
UGent	**5.861**	**1.023**	**160**	**1.183**	**20,2**
LW	675	266	0	266	39,4
RE	470	81	0	81	17,2
WE	295	41	55	96	32,5
GE	885	199	0	199	22,5
EA	716	65	50	115	16,1
EB	969	159	0	159	16,4
DI	217	3	0	3	1,4
PP	584	75	0	75	12,8
BW	501	32	55	87	17,4
FW	137	34	0	34	24,8
PS	412	68	0	68	16,5



The international contacts and contents are en added value for the programme

UNIVERSITEIT GENT

UGI-ONDERWIJSBELEID

Start | Studentenpopulatie | Onderwijsaanbod | Professionalisering lesgevers en lesgeversprofiel | Studievoortgang | Internationalisering | Kerngegevens UGent | Info

Resultaten opleidingsevaluaties: overzicht

Laatste update: 26-03-2016

Uw selectie

Bevragingsjaar: 2014
Opleidingstype: Master-na-Bacheloro
Dimensie: Internationalisering
Item: De internationale con

FaculteitGroep: alfa | beta | gamma

FaculteitCode:

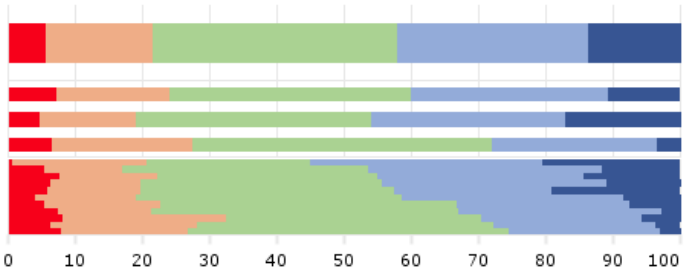
LW	RE	WE
GE	EA	EB
DI	PP	BW
FW	PS	

Gaan
Beginwaarden

Verwante pagina's

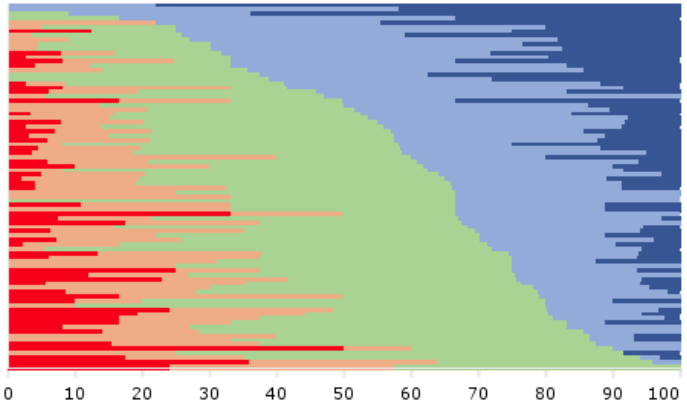
Detail resultaten opleidingsevaluaties
Overzicht resultaten opl.eval. werklast

Item De internationale contacten en inhouden zijn een meerwaarde voor de opleiding.
Dimensie Internationalisering



Uitgebreide selectie Er zijn geen uitgebreide selecties actief

Opleidingen | Afstudeerrichtingen



Contact

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