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Internationalization of higher education through joint training and exchange of guest lecturers. SEF as a case study

Anna Dalla Marta



University of Florence - DISPAA



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Internationalization of higher education systems

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Abstract

Today curriculum planners have tend to plan to world. The objective of this article is to study and higher education. This article is a comparative development, studying and comparing of different education (including strategies, programs, activities, America, Canada, Australia and Japan. © 2011 Published by Elsevier Ltd. Open access under

Keywords: Internationalization; higher education; curriculum

1. Introduction

Today, internationalization features an aspect of methodology these curriculum and history State Content teaching, and concerned programs, universities

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Higher education mobilities: a cross-national European comparison

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ABSTRACT

Within the extant literature on patterns of mobility of European higher education cognition that these differ across geographical space – in relation to variations European Union's Erasmus scheme, for example. However, strong similarities are at the way in which mobility is desired by students, higher education institutions and how this is stimulated, in part, by various European initiatives such as the committee Higher Education Area. Moreover, while scholars have critiqued normative expectations, for example, that not all students have the necessary social, cultural and economic period of study abroad – there has been less critical focus on the way in which student vary spatially. This article draws on a dataset of 92 policy documents from six that, while some convergence is notable, particularly in relation to the ways in which centre-stage within internationalisation strategies, key differences are also evident – desired mobility; the characteristics of the imagined 'mobile subject'; the extent to which are brought into play; and the prioritisation given to outward mobility. These raise the degree of 'policy convergence' across Europe and the ostensible homogenisation of education systems around an Anglo-American model.

Transport and Tourism

INTERNATIONALISATION OF HIGHER EDUCATION

STUDY



WorldWide

Globe-trotting thinkers.

October 22, 2010 by [Francisco Marmolejo](#)



Internationalization of Higher Education: the Good, the Bad, and the Unexpected

Those of us involved in the internationalization of higher education rely on a series of assumptions that are often not supported by data or evidence. For instance, we believe that internationalization is not only positive but also very relevant as a key component of the changing landscape of higher education.

asked about why internationalization is important we are prepared to a list of its many benefits for the students, the faculty, the institution, and society in general. Well, if we don't defend our cause (and our jobs) well, who

to support our assumptions. Also, we don't have different rationales as to why, how internationalization or, for that matter, a whole region, why internationalization effort. At least, that's what the Internationalization of Universities (IAU) shows.

The Internationalisation of Higher Education Whitepaper



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Internationalization of higher education in theory is "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education."^[1] Internationalization of higher education in practice is "the process of commercializing research and postsecondary education, and international competition for the recruitment of foreign students from wealthy and powerful countries in order to generate revenue, secure national profile, and build international reputation."^[2] The main components of internationalization of higher education are **global competition** for talents, recruitment of international students, development of international branch campuses, students, staff and scholars exchange programs, internationalization of the curriculum, and research and education partnerships between institutions regionally and internationally.^[3]

There are specific rationales which are driving the internationalisation and strategies which are being used in the internationalisation of the high education institutions (HEIs).

Contents

- Internationalization rationales
 - 1.1 Idealism
 - 1.2 Instrumentalism
 - 1.3 Educationalism
- Internationalization strategies
 - 2.1 Academic strategies
 - 2.2 Organizational strategies
- Internationalization in Practice (Criticism)
- References

Internationalization rationales [edit]

There are three rationales of internationalization: idealism, instrumentalism and educationalism.^[24]

The main components of internationalization of higher education are:

- global competition for talents
- recruitment of international students
- development of international branch campuses
- students, staff and scholars exchange programs,
- internationalization of the curriculum
- research and education partnerships between institutions



Guest lectures and Expert Training

Guest lectures, among particular subject lectures, will give students the opportunity to gain exposure to some aspects of agronomy studies abroad and help them traverse the "soft borders" between European universities.

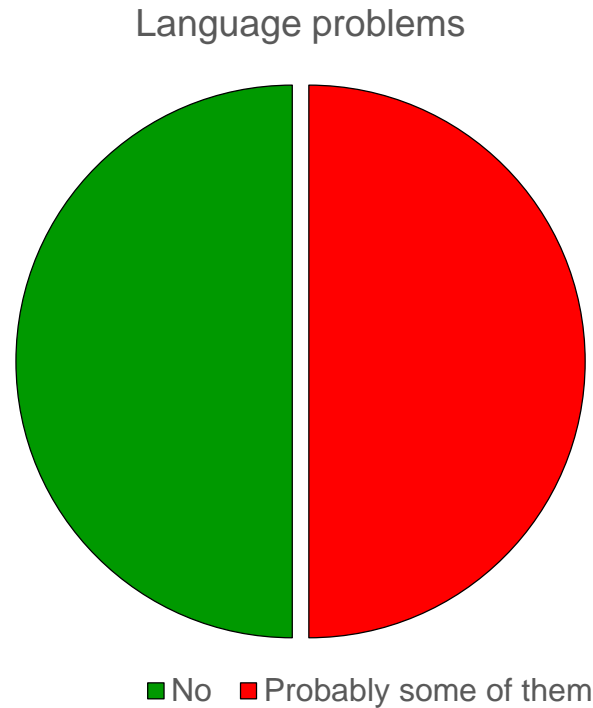
However, positive feedback is expected from exchange of guest lectures between project partners giving possibility to students, from all partner universities, to hear about old subject from new perspectives and giving teachers experience of teaching new students to old subjects



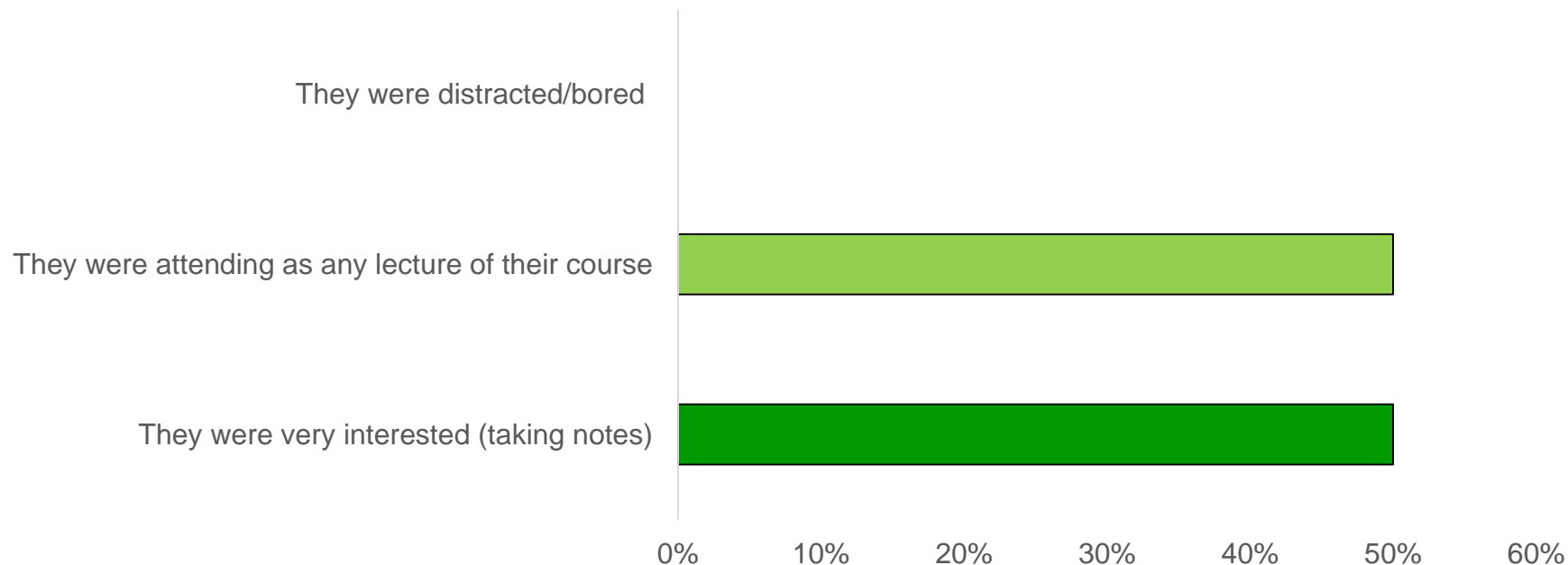
| TOPIC | OUTCOME |
|---|---|
| Agrometeorological measurements and data analysis | Improved skills and ability to organise specific measurement tasks at home institution |
| Crop modelling (theory and training) | Understand interactions in the soil-crop-atmosphere system affecting plant growth; Ability to simulate crop growth and related processes such as crop water use |
| Ecophysiological monitoring | Better understanding of plant-soil atmosphere interactions |
| Agrometeorological index models and impact algorithms | Ability to apply index models and algorithms for monitoring |
| From theory to practice in agrometeorology | Ability to understand complexity of real world problems for improving/tailoring own research |
| Project development and management | Submitted projects |



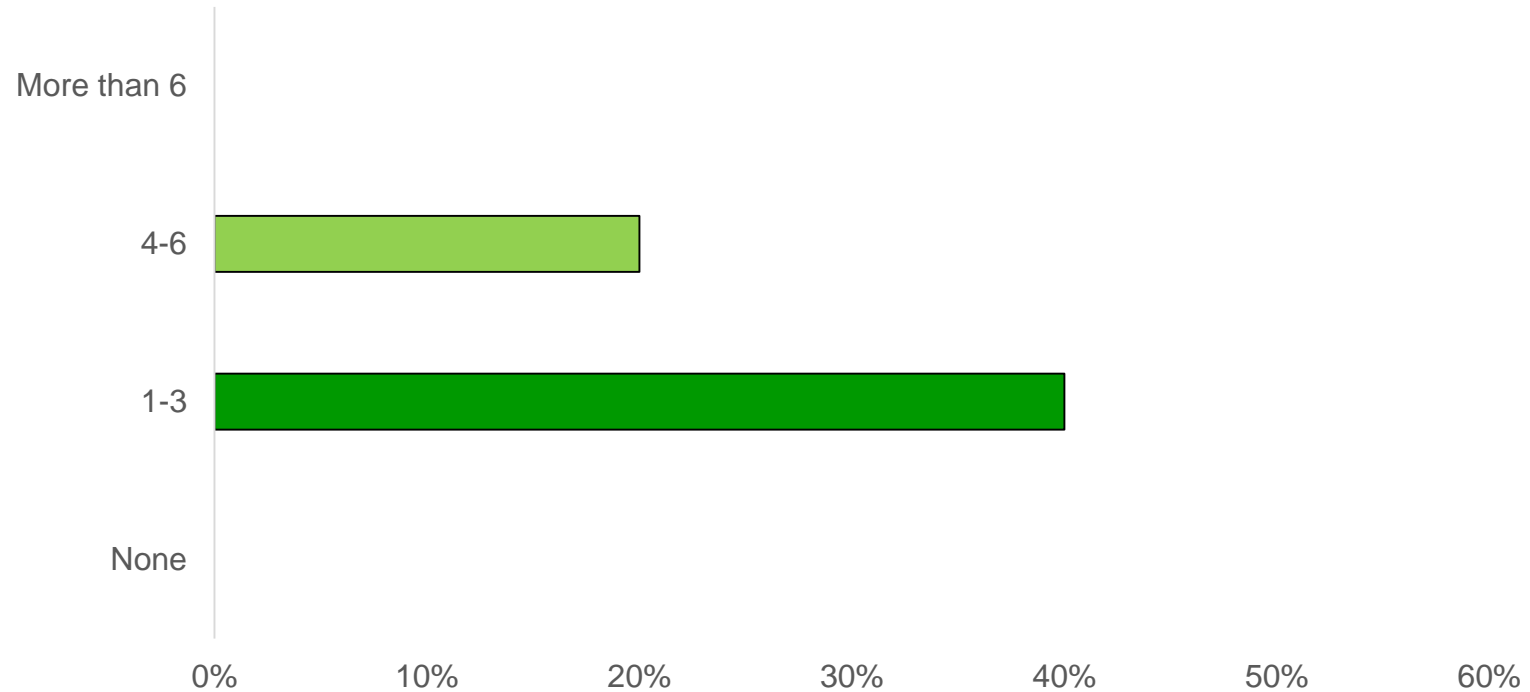
GUEST LECTURES



Do you think that the attending students had English language problems?



What is your impression about the interest of students?

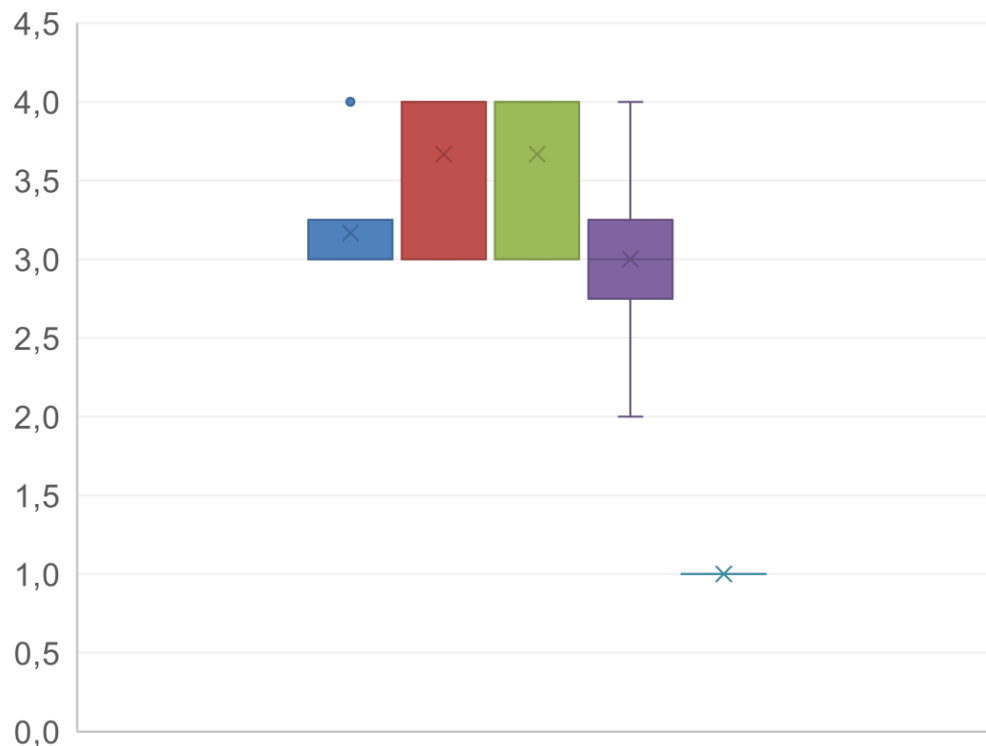


How many questions did students ask about your GL (during or after)?



What do you think about the added value of your GL for the attending students?

- A different perspective about the course main topics
- The introduction of new information, which are related to the course but not treated locally
- The possibility to learn about international experience (internationalization)
- The increased dynamism of the course (modernization)
- I do not see any added value for students








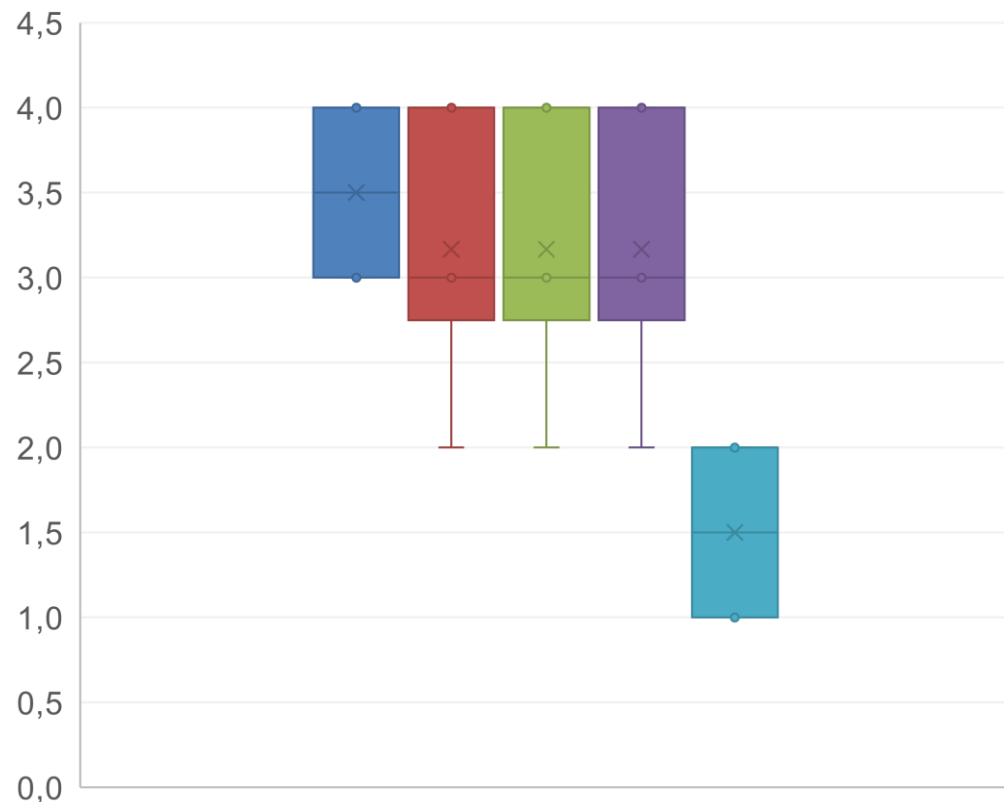
1= completely disagree
2= disagree

3= agree
4= strongly agree



What do you think about the added value of your GL for you?

-  The confrontation/stimulation with a very different context (i.e. new students, faculty, country)
-  The effort to introduce my field of expertise in a course treating different topics (find links)
-  The possibility to bring myself and my experience at international level (internationalization)
-  The networking with new researchers/professors
-  It was just an additional load to my everyday job



1= completely disagree
2= disagree

3= agree
4= strongly agree



Do you think that something has changed compared to the first one?

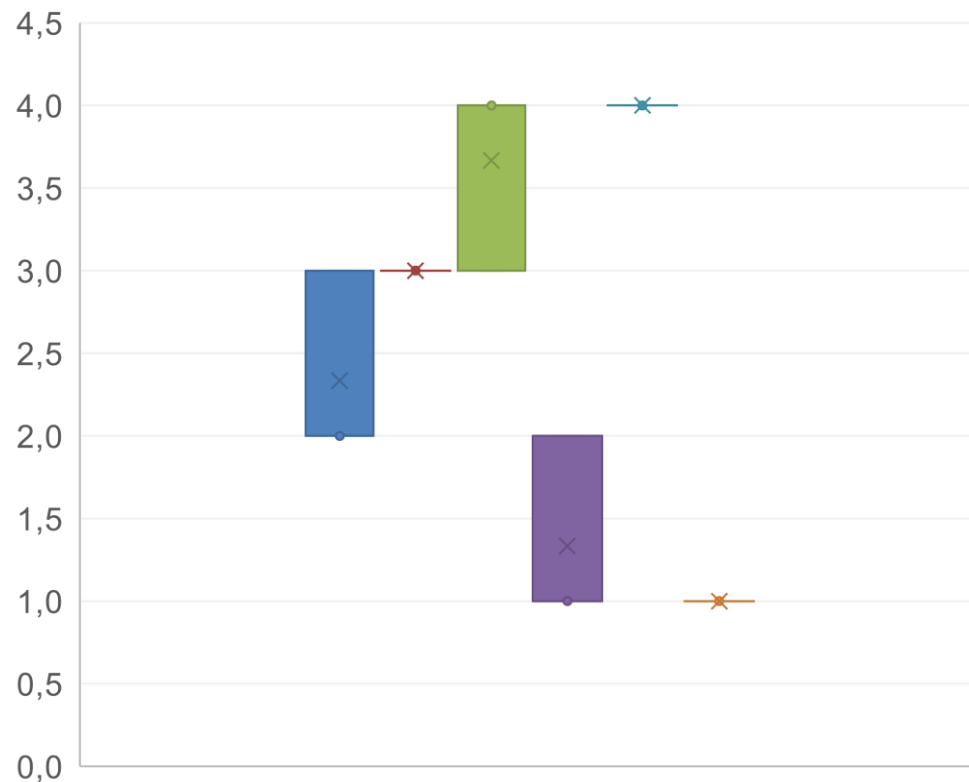
■ It was nearly the same

■ Second year I was more prepared to the experience, so it was easier and more effective

■ I tuned my second presentation based on first year experience

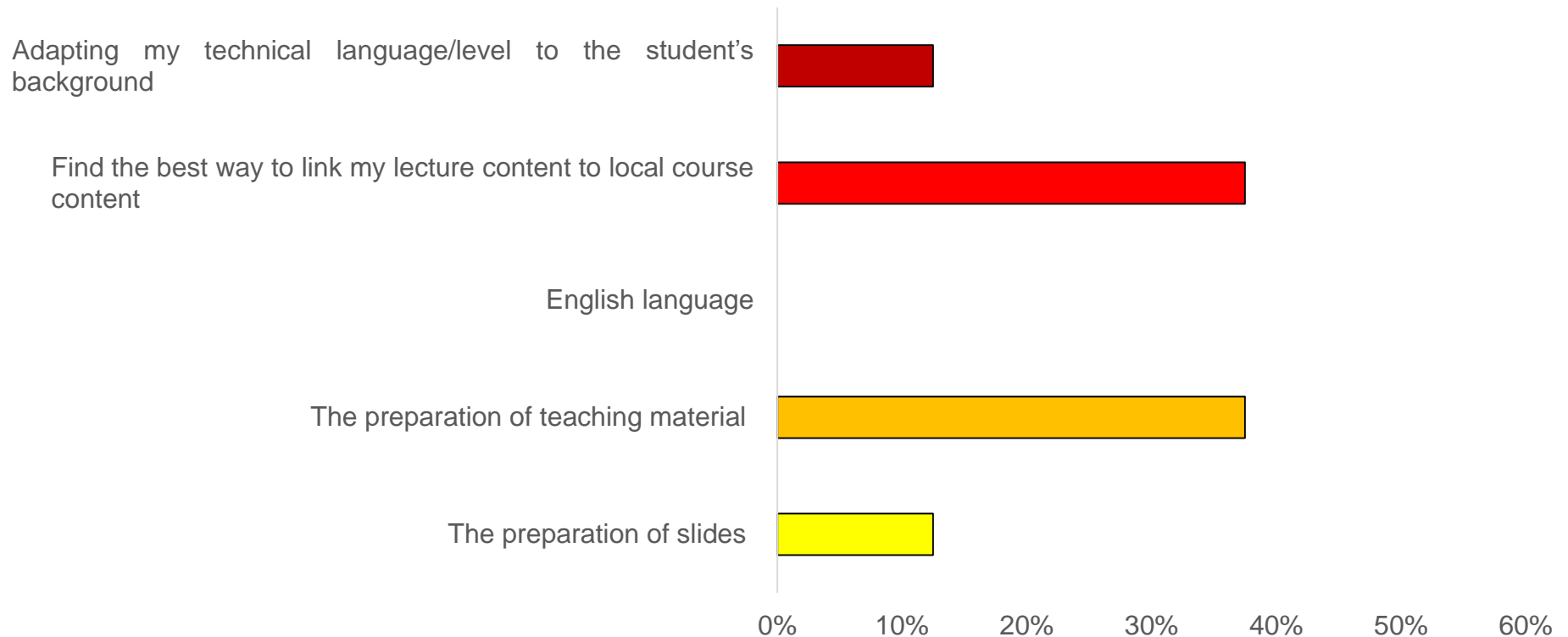
■ I used exactly the same presentation

■ Second year I was more confident (I already knew the context)

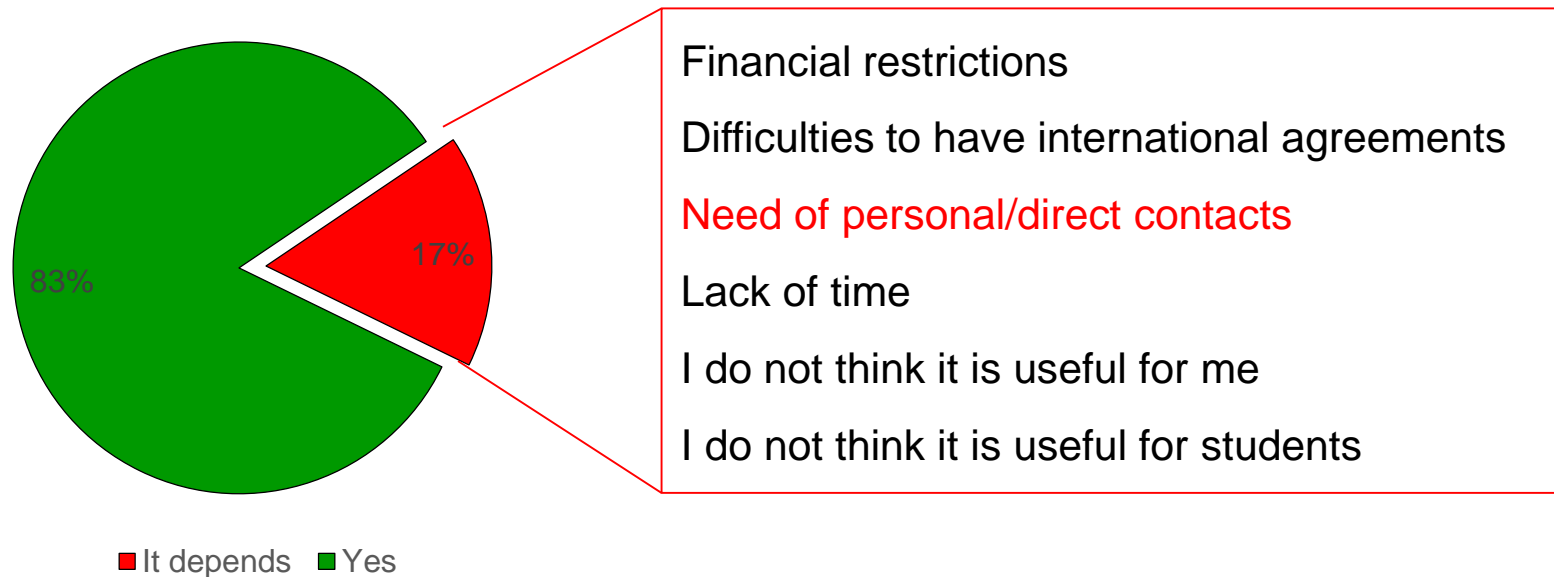


1= completely disagree
2= disagree

3= agree
4= strongly agree



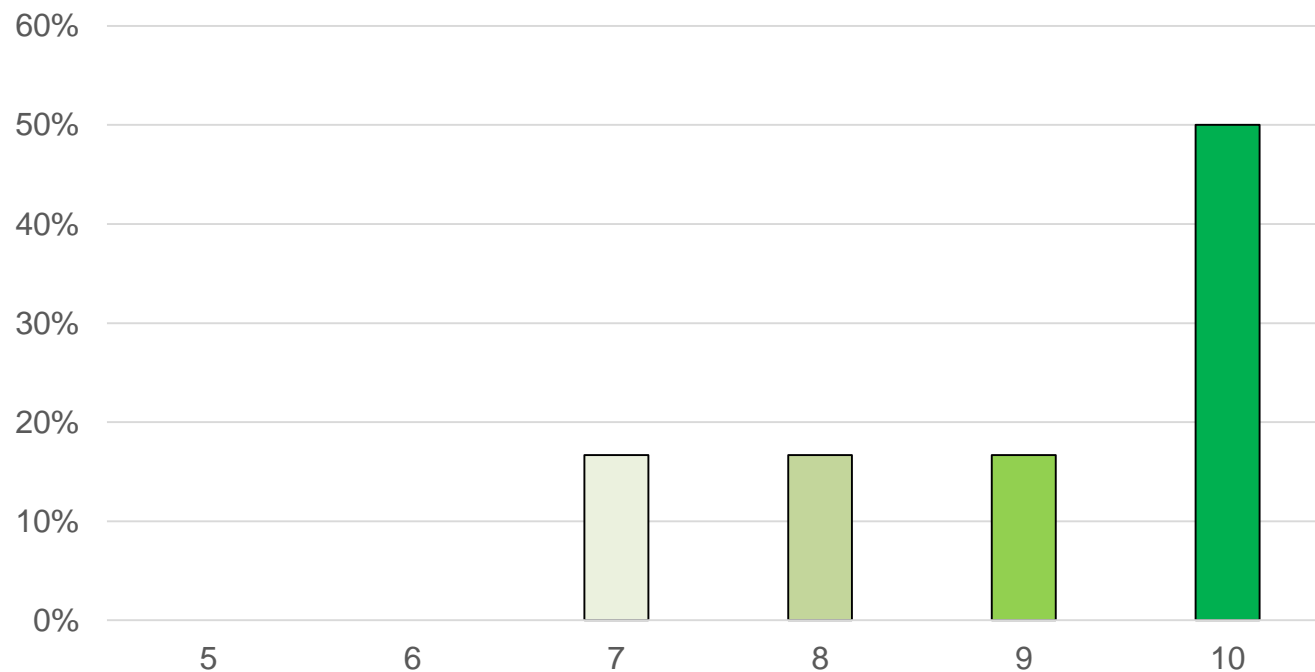
Which were the main difficulties faced in giving your GLs?



What do you think about the possibility to continue giving GL after project lifetime?



Rate your experience from 0 to 10





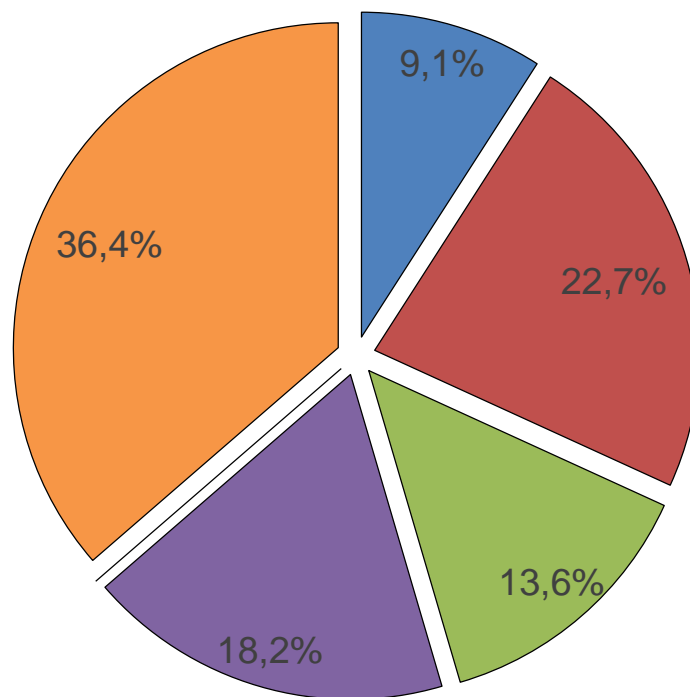
A word cloud centered around the word "experience". The word "experience" is the largest and most prominent, rendered in a dark blue serif font. Surrounding it are various adjectives in different colors and sizes, including "exciting" (yellow), "inspiring" (teal), "interactive" (dark blue), "opportunity" (teal), "useful" (teal), "interesting" (teal), "challenging" (teal), "respectful" (green), "memorable" (yellow), "distance" (green), "surprise" (teal), and "feedback" (teal). The words are arranged in a circular pattern, with some overlapping.

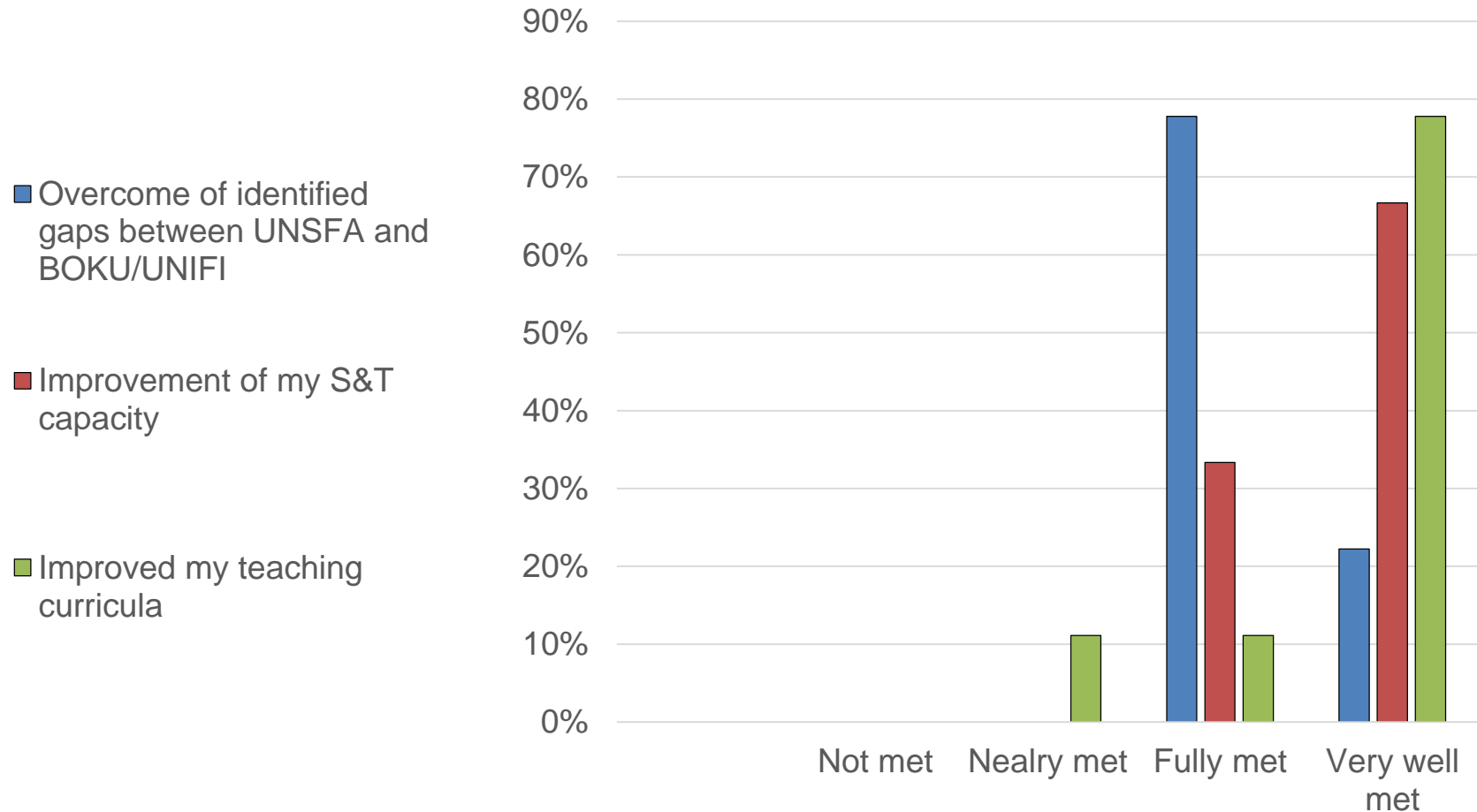
exciting
inspiring interactive
opportunity
experience
useful interesting
challenging respectful memorable
distance surprise
feedback



EXPERT TRAININGS

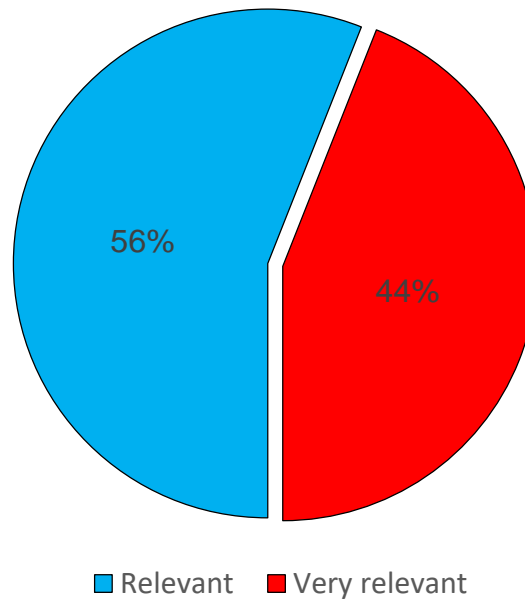
- Agrometeorological measurements and data analysis
- Crop modelling (theory and training)
- Ecophysiological monitoring
- Agrometeorological index models and impact algorithms
- From theory to practice in agrometeorology
- Project development and management





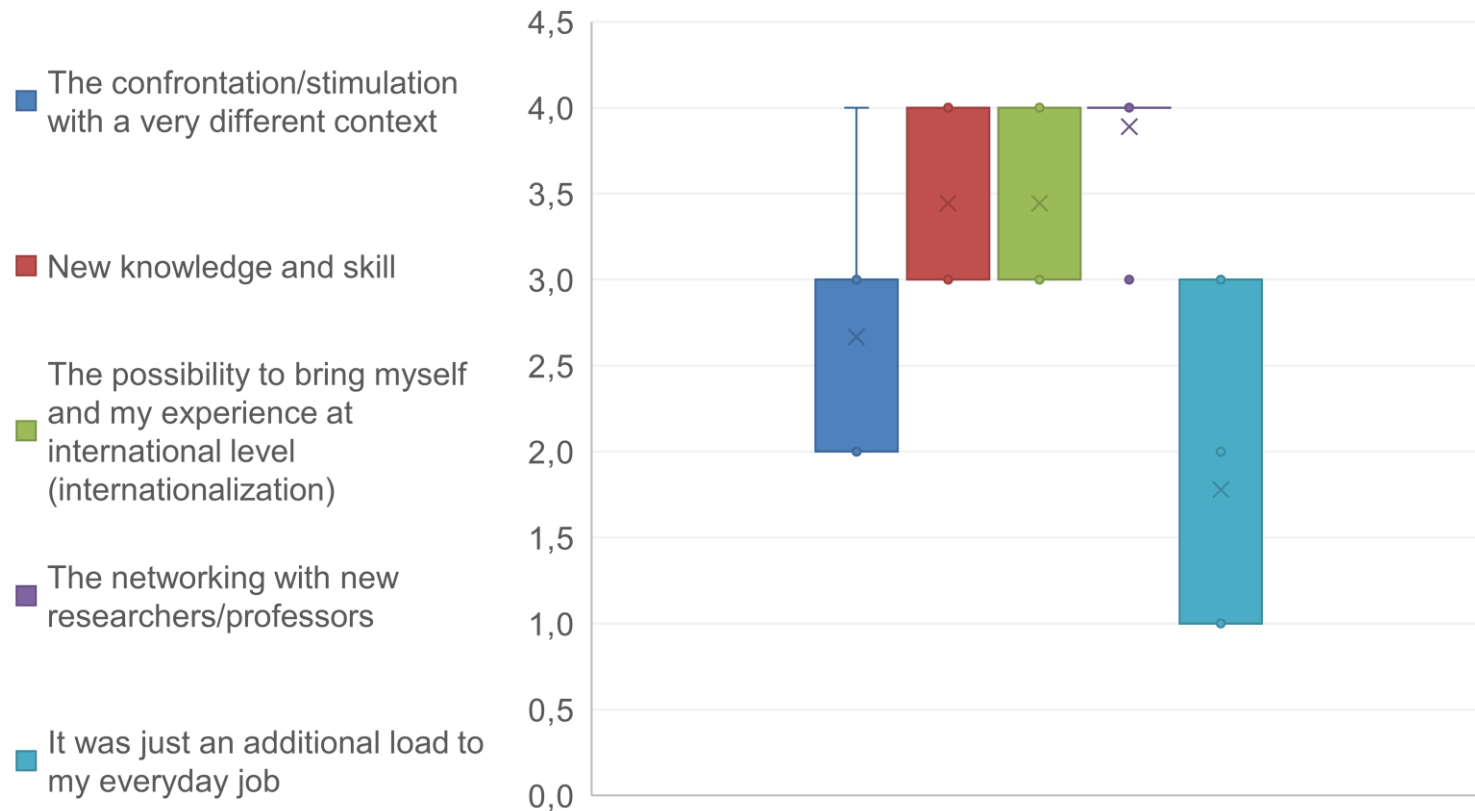
Do you think that the ET met the following expressed objectives

Estimate to what extent the ET experience will be relevant to your job



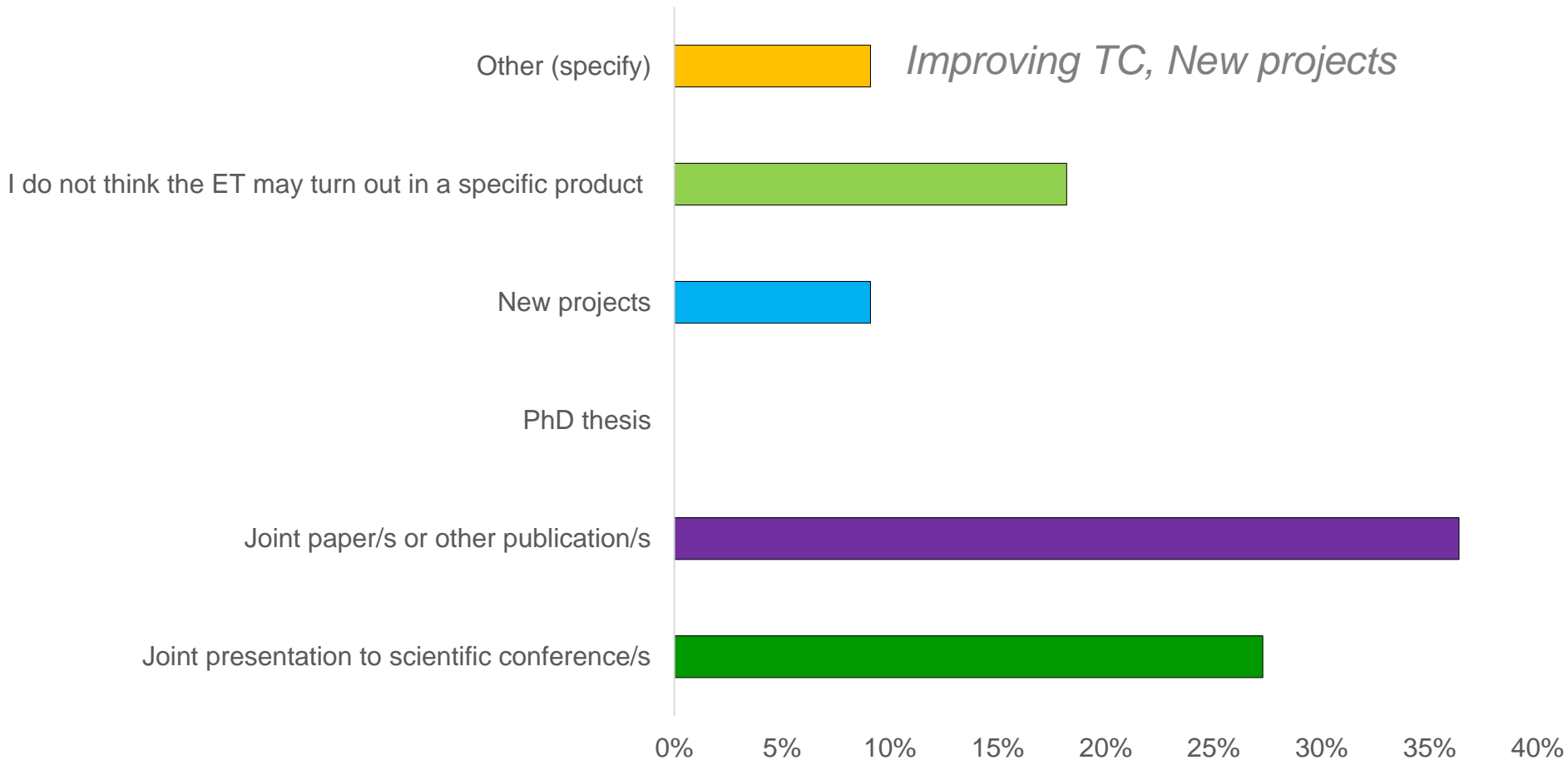


What do you think about the added value of ET?



1= completely disagree
2= disagree

3= agree
4= strongly agree



Which is/are the main “product/s” of your ET?

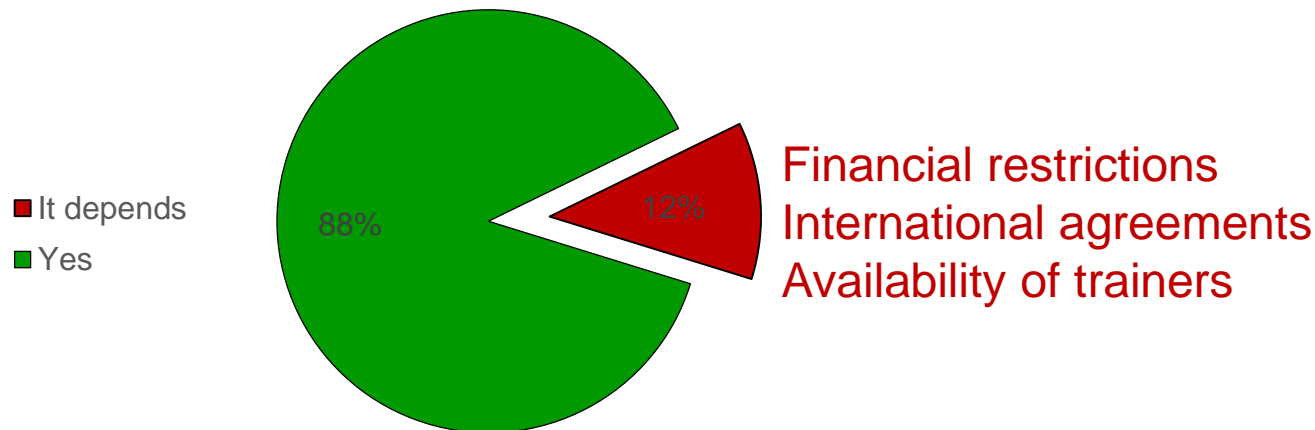
Which aspects of ET should have been organized differently?

 more topics

 longer period

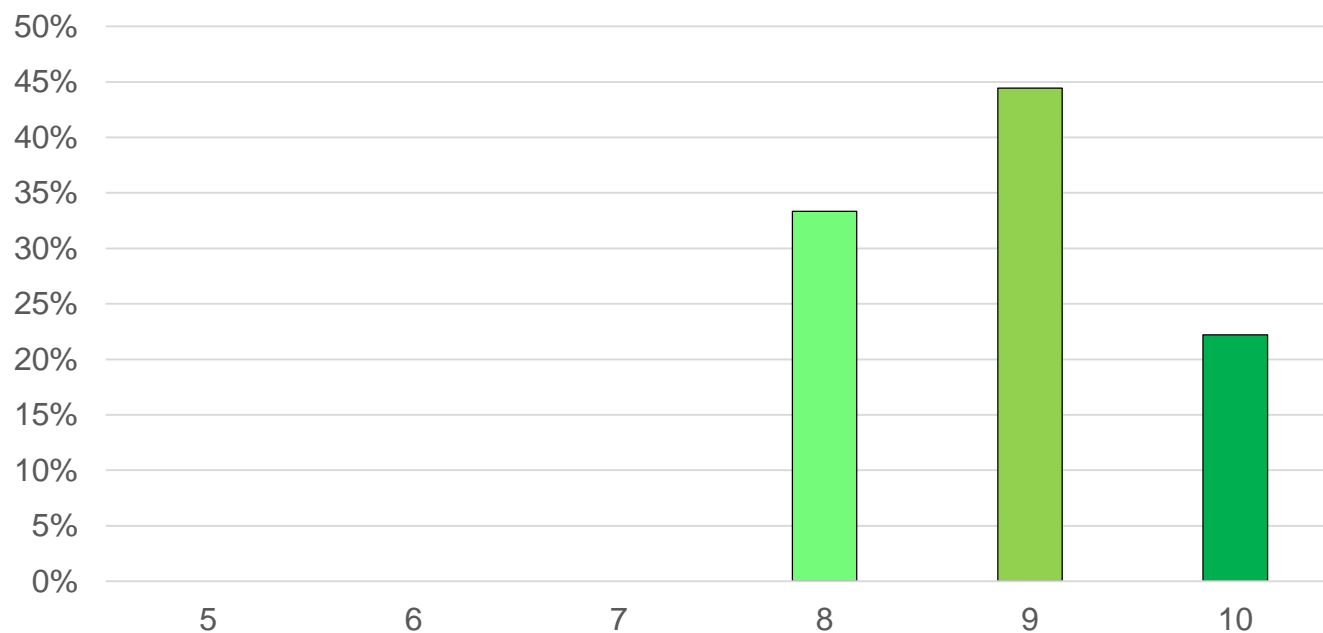
 more practice

What do you think about the possibility to participate to other ETs after the project?





Rate your experience from 0 to 10





interesting ^{curious} experience
communicative
broadening fun
useful
exciting intense
applicative motivated
improvement
educative

Conclusions

- SFE implemented internationalization by mean of ETs and GLs
- 8 researchers/professors and more than 300 students were involved in GL and
- 9 researchers were involved in ETs
- Teaching curricula improved, teaching material produced, international networking enhanced, new projects submitted
- Financial constraints and work overload can be a limit...

A word cloud centered around the word 'experience'. The word 'experience' is the largest and most prominent, rendered in a dark blue serif font. Surrounding it are various adjectives in different colors and sizes, including 'exciting' (yellow), 'inspiring' (teal), 'interactive' (blue), 'opportunity' (teal), 'useful' (green), 'interesting' (green), 'challenging' (green), 'respectful' (green), 'memorable' (yellow), 'distance' (green), 'surprise' (green), and 'feedback' (green).

A word cloud centered around the word 'useful'. The word 'useful' is the largest and most prominent, rendered in a red serif font. Surrounding it are various adjectives in different colors and sizes, including 'interesting' (red), 'curious' (red), 'experience' (purple), 'communicative' (blue), 'broadening' (blue), 'fun' (red), 'exciting' (blue), 'intense' (blue), 'applicative' (blue), 'motivated' (red), 'improvement' (blue), and 'educative' (red).