Internationalization of Higher Education: Theory and Practice

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Outline of the presentation:

- Assumptions
- Definition of Internationalization
- Rationale for Internationalization
- Advantages and disadvantages of Internationalization
- Need for Internationalization in the Arab World
- Indicators of Internationalization in Higher Education (at PU).

1. Assumptions:

- Universities of the twenty-first century must be global, egalitarian, democratic, diverse, productive, sustainable, and accountable.
- The major aims of higher education institutions (HEIs) are:
  - achieving excellence in teaching, research, and community service.
  - providing solutions for national, regional, and global most important problems.
  - contributing to the development of the national capital.
  - nurturing intellectual properties and patents.
  - contributing to the economic and social development of humanity including public health, improvement of crops production, and cross-cultural and religious understanding.

Assumptions (Cont.)

- The 21st century job market requires a technology literate and competent workforce with the ability to create, innovate, solve problems, and work in teams.
- Investment in higher education is most important and valuable as HEIs provide the world's leaders, scientists, businessmen, physicians, thinkers, and visionaries who chart society's cultural, scientific, and technological future.
- Not only do HEIs contribute to the nation's human capital and technological transformation but also to its social and cultural identity.
- HEIs cooperate with industry and business, enhance innovation, creativity, democracy, and wise governance in economy, politics, entrepreneurship, justice and equity.

2. Definition of Internationalization:

- "Internationalization of Higher Education is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution“.

"(knight and De Wit, 1997).

- "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, inter-cultural or global dimension into the purpose, functions or delivery of postsecondary Education“.

(knight, 2003)

- " … the purpose of internationalization of higher education is to enhance students' ability to engage in job-related problem solving and decision making in ways that reflect knowledge and respect for other cultures".

(Huang & Lin 2007, p 69)

The above definitions of Internationalization of HE relate to:

- curriculum design and implementation:

1. content, 2. delivery, 3. evaluation and modification.

- research, patents and innovation
- graduate studies, joint degree programmes, and supervision of MA and PhD thesis.
- student and faculty mobility
- faculty hiring and firing
- partnerships with business
- regional and International Associations
- international foundation programme
- cross border education
- open course ware materials
- blended/ hybrid teaching and learning.
- national, regional, continental and global areas of education.

3. Rationale for Globalization and Internationalization:

In a survey study of 745 institutions of Higher Education distributed as follows:

Area	No. of HETs	Percentage
Africa	41	6%
Asia and Pacific	139	19%
Europe	330	44%
Latin America and Caribbean	68	9%
Middle East	40	5%
Northern American	127	17%
Total	**745**	**100%**

IAU ranked the top rationales for Internationalization as follows:

Student preparedness	29.96%
Curriculum and quality	16.80%
Profile and reputation	15.08%
Research and diversity of students	9.31%

(IAU, August 2009)

- However according to (De Wit 2005), there has been a shift from the focus on the educational, cultural, and political rationales to the economic rationale, which is expressed in many ways such as:
- The emphasis on Internationalization because of the requirements of the modern, more global labor force needed.
- Joint international research and development projects to compete internationally in new technology.
- More attention to marketing of higher education on the international market.
- Higher education as an export commodity.

(kok, 2005)

- Furthermore, 70% of the respondents of the IAU 2005 survey believed the process of Internationalization had substantial risks including:
  - commercialization and co modification
  - low quality of degrees.
  - brain drain
  - Acculturation

(Knight 2007)

4. Advantages & disadvantages of Internationalization:

4.1 Advantages of Internationalization

It:

- raises faculty and students intercultural awareness.
- improves programme outcomes to meet requirement of the global market.
- enhances graduates' national, regional, and global mobility.
- enhances faculty members mobility and expertise.
- helps students, and faculty become global citizen.
- contributes to improved measures of curriculum design implementation, and modification.

Advantages of Internationalization (Cont)

- strengthens the appraisal and reward systems for faculty employment and promotion by making them more rigorous, valid and equitable.
- enhances the visibility of students, faculty, and institutions
- improves language skills of students
- enhances the international character of research
- contributes to the economics of education
- improves the nation's cultural, economic and political visibility
- contributes to the understanding of other peoples religions and culture.

4.2 Disadvantages of Internationalization

- brain-drain of students and faculty of developing countries.
- benefits of Internationalization are sometimes confined to outstanding students and faculty.
- weakening of national and regional engagement of students and faculty.
- adverse effects on the job market (cross-border education).
- elitism of graduates from developed countries.
- acculturation and loss of indigenous culture and values.

- There is no doubt that the 21st century Higher Education scene has witnessed the spread of HEIs, and the increase of student enrolment. There are now 7.2 million students at about 400 universities and institution of higher education in the Arab World compared with 137,000 in 1960, 400.000 in 1970, and 1,800,000 in 1980.
- However, knowledge production and innovation has been modest: the number of Arab patents registered in the USA "over the twenty-year period 1980-1999/2000 amounted to 171 for Saudi Arabia, 77 for Egypt, 52 for Kuwait, 32 for the United Arab Emirates, 15 for Jordan, 6 for Syria and 6 for Bahrain, compared with 16,328 for South Korea, 7,652 for Israel and 147 for Chile.

(Sasson, 2007)

- As the following tables show, there still is real need for improvement in the quality of academic provision, research, and innovation:

Country	1-100	101-200	201-300	301-400	401-500
USA	57	87	115	139	162
Germany	02	18	29	36	45
UK	08	19	26	34	36
Japan	04	08	12	20	29
France	02	05	11	15	20
China	00	03	07	10	15
Korea	01	02	05	08	10
Finland	01	01	02	05	06
Israel	00	03	04	05	02
India	00	00	00	01	02
Singapore	01	01	02	02	02
Thailand	00	00	00	00	01
Russia	00	00	01	01	01

Performance ranking of published scientific Researches for some world universities*

* http:/Ranking.heeact.edu.tw/en-us/2009/continent/Asia%20pacific

- We notice here that USA and UK universities are more advanced in general, particularly in the field of scientific research. This may be the reason that lies behind the fact that India and China dispatch more than 50 % of their scholarship holders to join graduate studies in these two countries.

- It may be useful to state that the number and distribution of the students sent by China and India to study abroad were as follows in 2004:
  - The number of students sent by China to study abroad was 349506, 76 % of them joined universities in the countries shown in the table.
  - The number of students send by India to study abroad was 123559, 94 % of them joined universities in the countries shown in the table.**
- Students' distribution across the countries where they study was as follows:

Dispatching Country	Destination Country			
China				
USA	Japan	UK	Australia	Germany
87943	76130	47738	28309	25284
India				
USA	Australia	UK	Germany	New Zealand
79736	15742	14625	4237	1345

70 % of them joined graduate studies.

S.No.	Country	Mobile Phone (for each one thousand persons) 2005	Internet Users (for each one thousand persons) 2005	Percentage of expenditure on Research and Development from total gross national product (2000-2005)	Researchers (for each million) (1990-2005)
1	Finland	997	534	3.5 %	7832
2	USA	680	630	2.7 %	4605
3	Israel	1120	470	4.5 %	--
4	Kuwait	939	276	0.2 %	--
5	Qatar	882	269	--	--
6	UAE	1000	308	--	--
7	Bahrain	1030	213	--	--
8	Libya	41	36	--	361
9	Oman	519	111	--	--
10	Saudi Arabia	575	70	--	--
11	Turkey	605	222	0.7%	341
12	Jordan	304	118	--	1927
13	Lebanon	277	196	--	..
14	Tunisia	566	95	0.6	1013
15	Iran	106	103	0.7	1279
16	Algeria	416	58	--	--
17	Palestine	302	67	--	--
18	Syria	155	73	--	29
19	Egypt	184	68	0.2	493
20	Morocco	411	152	0.6	..

Table 2: Statistics for technology production and penetration in the Arab World and some of the worlds countries *

S.No.	Country	Mobile Phone (for each one thousand persons) 2005	Internet Users (for each one thousand persons) 2005	Percentage of expenditure on Research and Development from total gross national product (2000-2005)	Researchers (for each million) (1990-2005)
21	Developing countries	86	..	1.0	--
22	Arab Countries	88	0.9	--	--
23	Countries of the Organization for Cooperation & Economic Development (OCED)	785	445	2.4	3096
24	The World	340	136	2.3	--

Table 2: Statistics for technology production and penetration in the Arab World and some of the worlds countries *

This table reveals that Jordan surpasses each of Turkey, Tunisia, Algeria, Libya, Iran and Syria in respect of the number of researchers for each million of the population. It also reveals that the highest expenditure on research and development is in Israel followed by Finland then USA, whereas it does not reach 1 % in the Arab countries. This must be one of the main reasons that none of the Arab universities appeared within the top 500 universities in scientific research.

** Human Development Report 2007-2008, Table 13:273-276 (in Arab Human Development Report 2009, Table 12:240)*

According to National Office				According to Country of Origin	In force in National Office
Country	No.	Resident	Non-Resident		
Algeria	214	--	--	1	852
Egypt	300	80	220	93	300
Jordan	--	--	--	15	--
Kuwait	--	--	--	8	--
Lebanon	--	--	--	13	--
Morocco (2006)	699	128	571	133	--
Sultanate of Oman	--	--	--	1	--
Saudi Arabia	274	17	257	73	--
Syria	--	--	--	1	--
Tunisia	--	--	--	3	--
UAE	--	--	--	26	--
Bahrain	--	--	--	1	--
Iran	--	--	--	6	--
Turkey	628	296	332	391	9015
USA	157283	79527	77756	146065	1815531
China	67948	31945	36003	33410	271917
Japan	164954	145040	19914	232449	1206335

Table 3: Statistics for the patent grants and patents in force by origin and office, 2007 *

According to National Office				According to Country of Origin	In force in National Office
Country	No.	Resident	Non-Resident		
Japan	164954	145040	19914	232449	1206335
Israel	2489	372	2117	2473	--
Malaysia	6983	338	6645	572	--
Norway	1774	429	1345	1550	17801
Finland	921	643	278	4555	44378
Russia	23028	18431	459	19009	129910
Korea	123705	91645	32060	106611	566965
Singapore	7478	469	7009	1244	--

Table 3: Statistics for the patent grants and patents in force by origin and office, 2007 *

This table reveals a noticeable weakness in the number of patents in the Arab World whether they were granted by the national offices or according to the country of origin. In Finland whose population is 20 % of Saudi Arabia's population, and 7.8 % of Egypt's population, the number of patents amounted to (4555) compared with (73) in Saudi Arabia and (63) in Egypt.

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* *World Intellectual Property Indicators, 2009, Table ST.2, pp.92-94*

S.No.	Country	50	100	150	200
1	USA	36	54	70	89
2	United Kingdom	05	11	16	22
3	Japan	02	04	07	09
4	Switzerland	01	03	05	06
5	Israel	00	01	04	05
6	Canada	02	04	06	06
7	France	02	03	07	08
8	Denmark	01	02	02	03
9	Sweden	00	04	04	04
10	Netherlands	01	02	05	09
11	Germany	00	06	10	14
12	Norway	00	01	01	01
13	Finland	00	01	01	01
14	Australia	00	03	05	07
15	Russia	00	01	01	01
16	Belgium	00	00	04	04
17	Italy	00	00	03	05

Statistics for the ranking of world universities within the top 50,100,150,200 universities according to the ranking conducted by Shanghai Jiao Tong University in 2008

6. Indicators of Internationalization in Higher Education at PU:

6.1 Indicators of Internationalization at PU are informed by the main features of international practice in respect of:

- Excellence in teaching and research
- Commitment to cultural understanding
- Mobility of students and staff
- Employability and generic skills.

as expressed in its curriculum, quality assurance, foreign language provision, international programmes, membership in international associations, international agreements and memoranda of understanding, research, student mobility, graduate employability faculty mobility, faculty recruitment and evaluation.

6.1.1 Curriculum innovation and modification

PU has adopted to following model of outcomes-based education, which is informed by most resent good practice in this area.

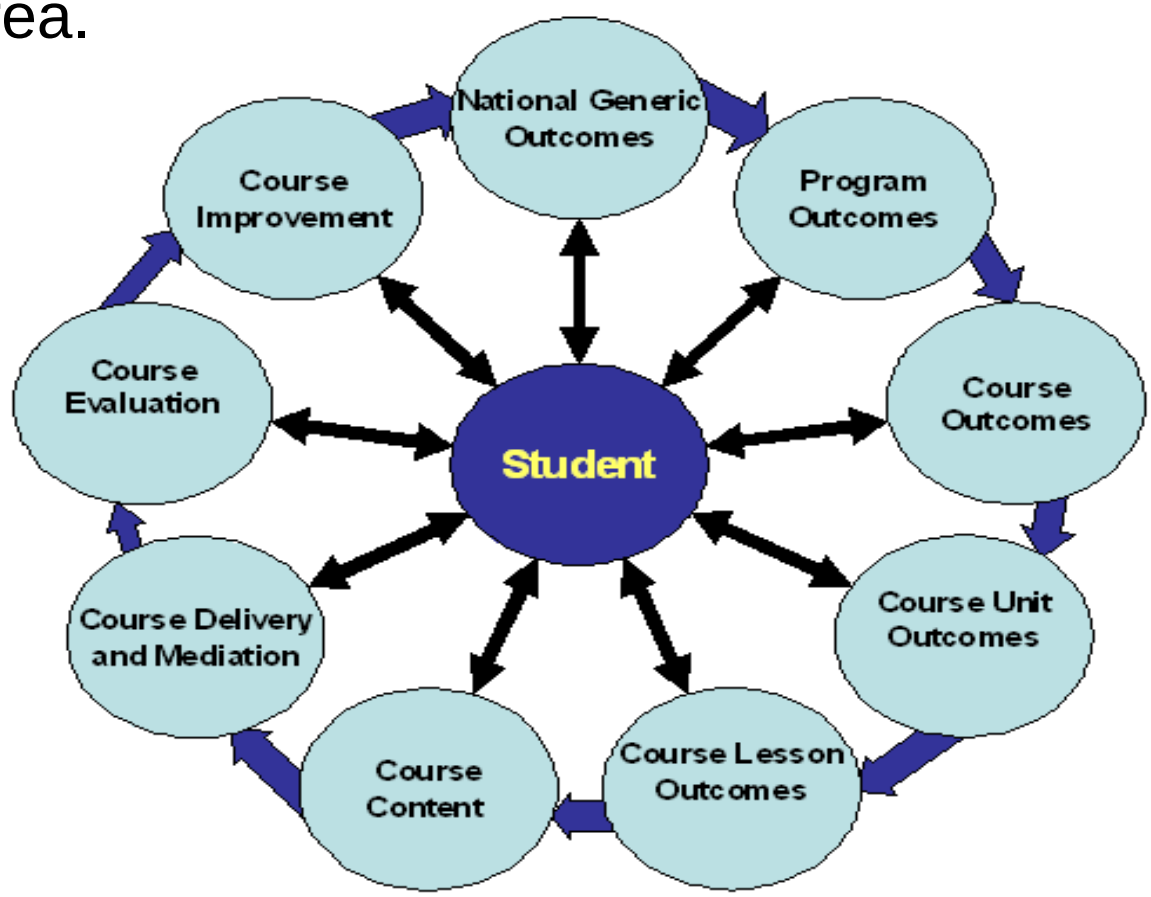

Figure 1: Curriculum design and implementation model at PU.

- Recent curriculum innovation and modifications comprise the following:

ø The Accounting bachelor degree programme will be taught entirely in English.

ø All bachelor degree programmes in the Faculty of Administrative and Financial Sciences (FAFS) will use English as the language of instruction on an annual incremental basis:

- 20% in the first year
- 40% in the second year
- 60% in the third year
- 80% in the fourth year

ø All FAFS bachelor degree programmes conform to the AACSB International Requirements.

ø All PU undergraduate and graduate programmes are informed by internationally recognized QA measures.

- PU abides by and promotes an outcomes-based curriculum design and implementation approach to teaching and learning. It held a national conference on the topic (with the help of the King Hussein Fund for Excellence) for all public and private universities in May 2010. PU has prepared detailed teaching and learning outcomes for all disciplines in which it awards graduate and undergraduate degrees.
- PU is actively promoting both a Jordanian Area of Education and an Arab World Area of Education similar to and informed by the Bologna Process, and the European Area of Education.
- All students in The Faculty of Administrative and Financial Sciences are required to take a course in International Business.

6.1.2 The Quality assurance process at PU

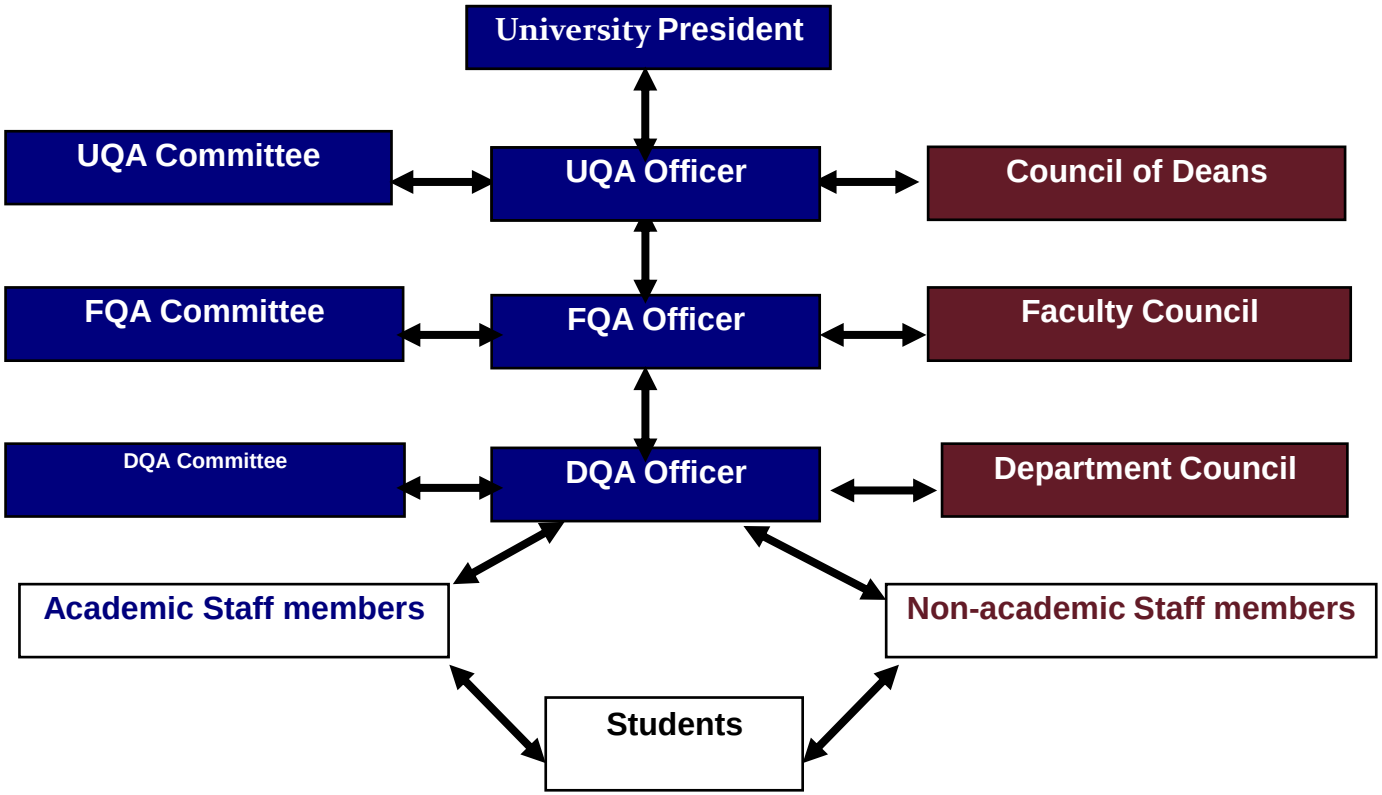

Figure 2: General layout of the overall QA management process.

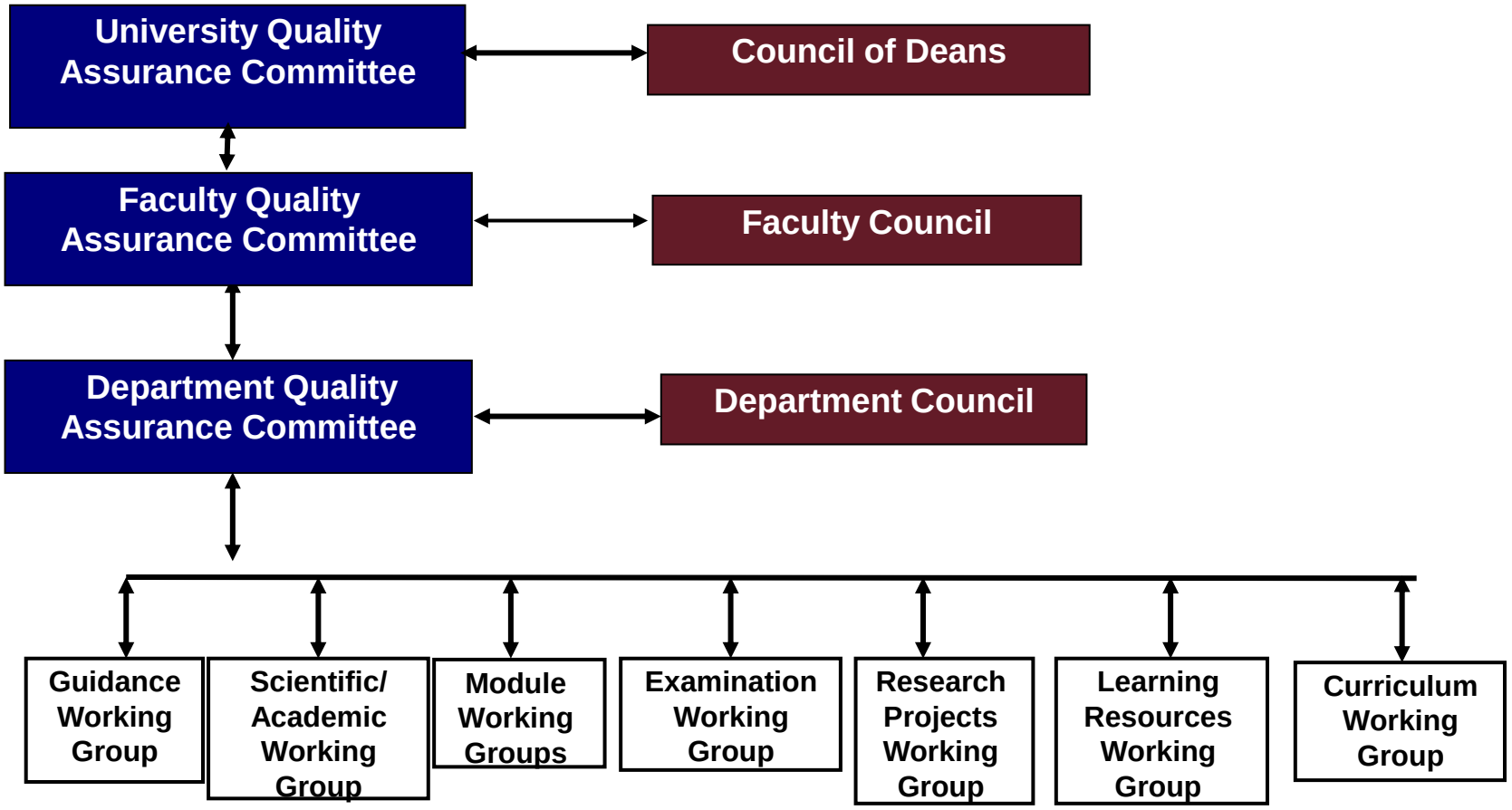

Figure 3-a: General layout of QA committees and councils at the University level

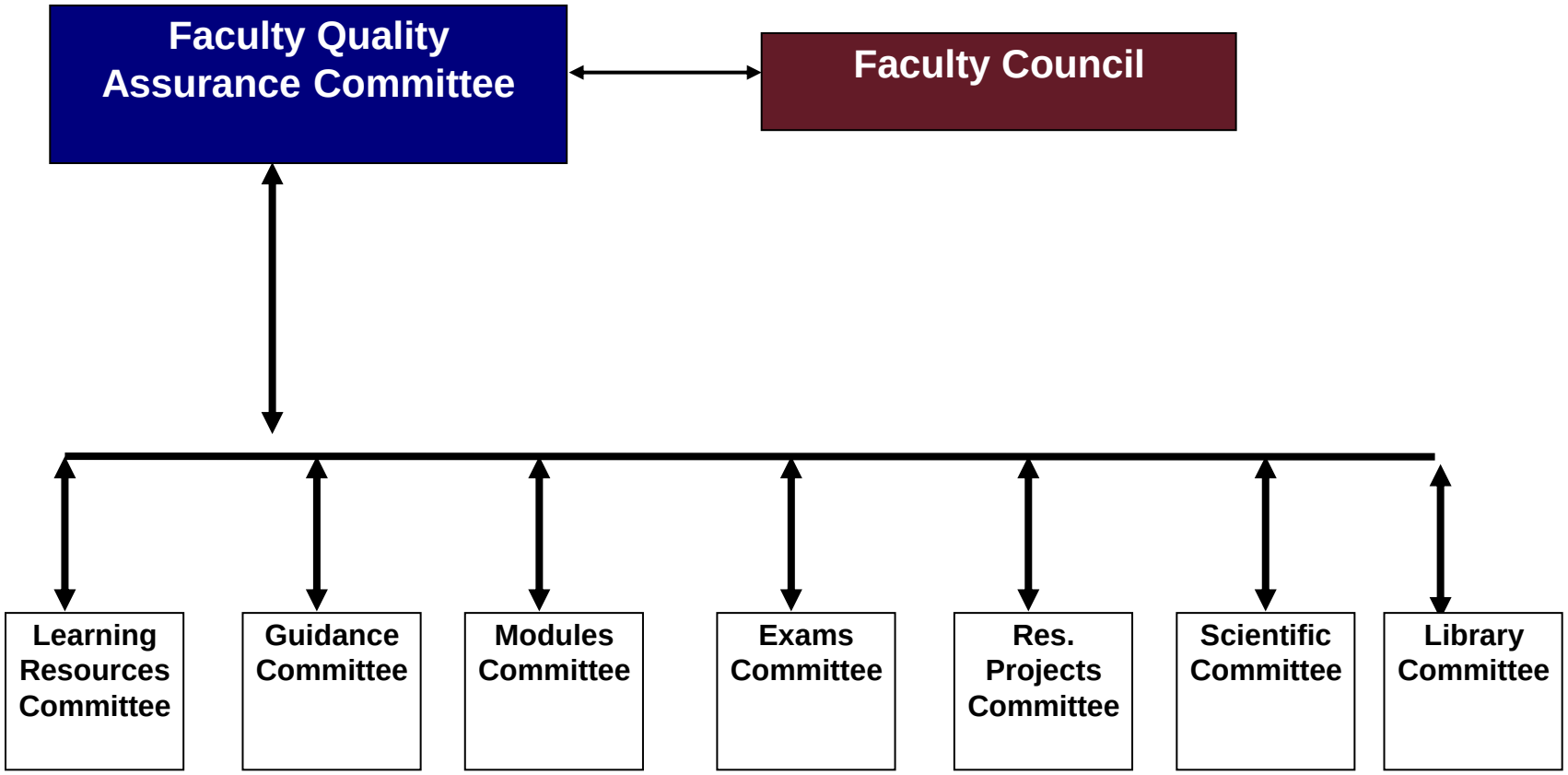

Figure 3-b: Layout of QA committees and councils at the faculty level

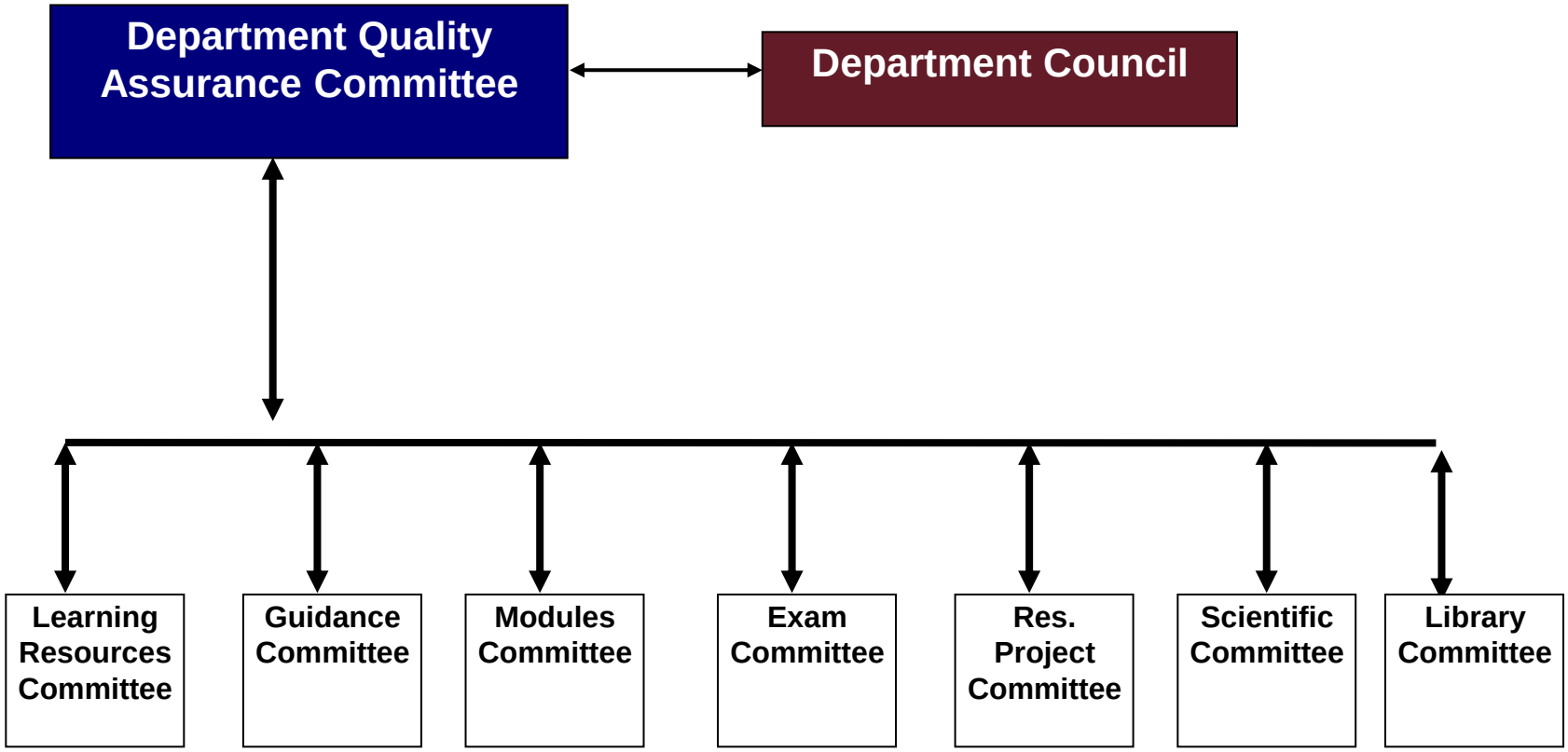

Figure 3-c: Layout of QA committees and councils at the department level

6.1.3 Foreign Language Provision

- PU offers a BA programme in English Language and Literature.
- PU obligatory course requirements comprise two 3-credit-hour courses in English, a three credit-hour course is Arabic together with an option for studying Hebrew and Italian.
- All PU entrants are required to sit for two placement tests in English, and Arabic. Students who pass these tests can enroll in Arabic 101, and English 101. Those who do not pass the tests are required to pass a remedial three-credit-hour course in the relevant language.
- Emphasis in language courses is on the development of verbal and written communication.
- PU offers for-credit courses in Arabic for non-Arabs in language, literature, and cultural understanding to the University of Cornell students. It has also provided instruction and training in Arabic language communication skills to the Consortium of Global Education Students.

Foreign Language Provision: (Cont.)

- In order to contribute to the further development of the students' language and interpersonal skills, PU Participates in the Soliya Connect Programme which "Facilitates dialogue between students, using an internet-based video conferencing platform … where (students) engage with topics complementing academic courses in a range of subjects including media studies, International Relations and English language…students gain a range of practical skills which are transferable to the workplace including: critical thinking; cross cultural communication and teamwork; media literacy, production and editing; leadership, and English Language. It links universities in more than 25 countries – in the Middle East, North Africa, Europe, the United States and Asia. (http://www.soliya.net) The programme is jointly run and managed by the PU Language Centre, and English Department.

6.1.4 International Education Programmes:

- TIES
- The Narvik – Philadelphia Student exchange programme
- PU – Iraq E-Learning Training, and materials production joint programme with UNESCO
- The Erasmus Mundus Action 3 "Global Integration of Higher Education Programme (GIHEP). Submission for the grant has been done by the University of Wales Institute, (Cardiff, UK as coordinator with a total number of 50 participatory partner NIS and MEDA Institutions.
- Tempus submission for "the Development of a Joint International Master's Degree and life-long Learning Framework in Mechatronics, JIM2L with the Education, Audio-visual and culture Executive Agency, with Hochschule Bochum –University of Applied Sciences, HBO as coordinator.

International Education Programmes (Cont.)

- Tempus submission for CSEA: Cyber Security Education for All, with the Education, Audiovisual, and Culture Executive Agency, with AUB as coordinator.
- Submission for Enhancing Support Instruments and Services for University International Cooperation within the Southern Mediterranean Area – ESIUNIM, with the Education, Audiovisual and Cultural Executive Agency, with University of Catania – UNICT as coordinator.
- TEMPUS submission for Tourism Management-TM, with the Education, Audiovisual and Culture Executive Agency, with the Arab International University as coordinator.

6.1.5 Membership in International Associations and Centers:

- Member of the Association of Arab Universities.
- Member of the International Association of Universities (IAU).
- Member of the International Association of Electronic Libraries.
- Member of the UNESCO AVICENNA Project.
- Accredited Center for ICDL.
- Local center for the CISCO Program for Computer Networks.
- Local Center for Microsoft MCSE.
- Member of the Association of Islamic Universities.

6.1.6 Agreements and Memoranda of Understanding

- The University entered into several agreements and memoranda of understanding with many academic institutions including:
  - Cornell University – USA
  - International University of Science and Technology – Syria
  - Ahliyya University – Bahrain
  - University of Wollongong – Australia
  - Arizona Training Institute-Kuwait.
  - The Royal British University of Science and Technology – Iraq
  - Mackworth College – UK
  - The University of Huddersfield – UK
  - Massey University – New Zealand
  - Emporia State University – USA
  - The National Technical University of Ukraine
  - Sofia University – Bulgaria.

Agreements and Memoranda of Understanding

- Helwan University – Egypt
- Charles Darwin University – Australia
- Azusa Pacific University – USA
- Le Havre University – France.
- Assafir Institution for University Affairs.
- Amoon News Agency.
- Al-Mustakbal Academy- Cairo.
- Baghdad University- Iraq.
- Basra University – Iraq.
- Salhuddin University- Iraq.
- The International University- Arbeel- Iraq.
- The International University for Science and Technology- Syria.
- Assalam Private University- Syria.
- Telal Asham Private University- Syria.
- Gulf American University – Bahrain.
- Narvik University – Norway.
- Hague University – Holland.

6.1.7 Conferences and Research Activities:

- The PU Faculty of Arts and Humanities has been hosting the University's International Conference (for the last fifteen years) dealing with a variety of topics each year, and attended by researchers and specialists from the Arab World, Europe, and the United States:
- The Faculty of Administrative and Financial Sciences holds an International annual conference on a number of relevant topics.
- The Faculty of Law has been actively participating in the annual mock trial under the patronage of the American Bar Association (ABA) – since May 2007.
- The Faculty Information Technology hosted this year the Third International Conference on Innovation in ICT. The Conference was attended by researchers from Britain, Australia, Algeria, Tunisia, Malaysia, Portugal, France, and Jordan.

Conferences and Research Activities

- The Faculty of Engineering organized and hosted:
  - The 7th International Multi-Conference on Systems, Signals and Devices (SSD 2010) in collaboration with the University of Sfax in Tunisia, Chemnitz University of Technology in Germany, and Narvik University College in Norway. This is an annual conference held in Jordan, Tunisia, and Europe.
  - The Middle East Simulation Multi-Conference (MESM) in collaboration with DMU in the UK, Ghent University (Belgium), and the European Society of Simulation (EUROSIS).
- PU provides generous support to all faculty members to present papers at international refereed conferences. (3% of its budget is allocated for research).
- PU hosts faculty members from Arab universities to spend their sabbaticals and do the required research.

Conferences and Research Activities

- PU researchers from the Faculty of Engineering participated in and delivered papers at the Nato-ASI Workshop on unmanned vehicles.
- PU closely cooperates with the Euro-Jordan Project for which it assigned a liaison officer, and through which many researchers received funding for doing joint research in data mining and software engineering.
- PU Faculty of Nursing hosts an international joint research programme on "Improving Access to and Quality of Reproductive and Child Health Care to Bedouins in Jordan and Lebanon". The partners to this programme are:
  - Philadelphia University
  - The American University of Beirut
  - The University of Warick
  - The University of Oxford
  - The University of Stockholm
  - CERMES, INSEKM. France
- The Faculty has also applied for partnership in an international research project entitled "The role of a right-to-health approach in access to complementary therapies".

6.1.8 Graduate Employability:

- Graduate Employability (GE) plays an important role in mobility
- GE is a perquisite for graduates to deal successfully with the demands of the twenty-first century's globalized economy.
- The top skills and values required for employability are:
  - values of ethics, honesty and integrity (94%)
  - interpersonal skills, ability to communicate with others and fit quickly into a team (93%)
  - verbal and written communication skills (86%)
  - IT and technical skills (64%)
- The ranking of seven key employment skills in order of preference is as follows:

Graduate Employability: (Cont.)

Skill	Percentage	Preference
1. Interpersonal skills	57.8%	1
2. Written communication skills	28.9%	2
3. IT skills	19.10%	3
4. Experience of work environment	21.10%	7
5. Commercial business awareness	23.70%	7
6. Numeracy skills	19.8%	3
7. Presentation skills (power point skills)	25.8%	6

(Hinchliffe and Jolly 2010)

6.1.9 Graduate Employability at PU

- In order to improve its students' graduate employability profile, PU has included in its University academic requirement a university elective comprising three credit hours in "the development of professional and leadership skills" in partnership with the Business Development Center (BDC) in Jordan.
- PU faculty of Engineering requires all of its students to take a three-credit-hour course in Engineering skills with a focus on verbal and written communication, creativity and leadership, and another three-credit-hour course in Entrepreneurship with emphasis on critical thinking, innovation, and project management skills.
- The faculties of Engineering, Pharmacy, and Nursing require their students to attend practical training programmes, apprenticeships, and work placements with and at government and private sector partner companies and businesses.

Graduate Employability at PU

- PU takes into consideration the following criteria in hiring, and promoting its faculty:
- Faculty members' University contribution to the development in their students, of the following skills and competences:
  - Discipline knowledge and understanding
  - Critical thinking
  - Verbal and written communication
  - Learning to learn (self-learning)
  - Multi-cultural under-standing
  - Teamwork
- The extent to which faculty members develop and enhance their Students' traits and values of work ethics, commitment, and integrity.

6.1.10 PU Website, and Open Course Ware

- All faculty members are required to put their course outlines and detailed syllabi, quizzes, old exams etc on the University website together with support materials, especially from the MIT open CourseWare, most relevant data of which is as follows.
- MIT Open Course Ware project was established by the honorary president of Massachusetts Institute of Technology, assisted by the William and Flora Hewlett Foundation, and the Andrew W. Mellon Foundation.
- MIT places the constituents of all courses offered such as lectures, written and recorded audio and visual materials, examinations and answers on the internet. These are accessible and usable free of charge. It is noteworthy mentioning that:
- The cost of each course is (10-15) thousand dollars and courses that incorporate communication through video conferencing cost double.
- The constituents of MIT Open Course Ware are used by educational parties as follows:

MIT Open Course Ware is being successfully used for a wide range of purposes:

USE SCENARIO		% OF USE
Educators	Improve personal knowledge	31%
	Learn new teaching methods	23%
	Incorporate OCW materials into a course	20%
	Find reference material for my students	15%
	Develop curriculum for my department or school	8%
Students	Enhance personal knowledge	46%
	Complement a current course	34%
	Plan a course of study	16%
Self Learners	Explore areas outside my professional field	40%
	Review basic concepts in my professional field	18%
	Prepare for future course of study	18%
	Keep current with developments in my field	17%
	Complete a work-related project or task	4%

- **Statistics show that 80 % of the site visitors said that it had a very positive influence, and 96 % of the educationalists and academics said that it helped and will help them very much in improving and developing their courses.**
- **The following table gives more details about this site.**

Comparison between 2005 Report and 2009 Report

	Year 2005 *	Year 2009 **
Number of site visits in millions	8.5	86.8
Number of courses translated to other languages	350	791
Mirror Sites	70	220
Number of universities that put their course materials on the internet	50 + (30 under processing)	100 + (150 under processing)
Number of courses on the internet	2000 (667 of them are from MIT)	13000 (1950 of them are from MIT)
Course specializations	Electrical engineering, computer science, mathematics, administration, physics, economics, and mechanical engineering courses constitute 33 % of all courses, and they are visited by 62 % of the site visitors	
Parties that enter the site and benefit from the offered courses	61 % from outside USA (East Asia 22 %, Western Europe 15 % , South Asia 6 %, Latin America 5 %, other regions 13 %)	54 % from outside USA (East Asia 17 %, Western Europe 11 % , South Asia 9 %, Latin America 4 %, other regions 13 %)

*http://ocw.mit.edu/ans7870/global/05_Eval_Summary.pdf

** http://ocw.mit.edu/ans7870/global/09_Eval_Summary.pdf

6.1.11 Faculty Members Mobility

- PU has 261 faculty members. Their breakdown by nationality is as follows:
  - Jordanians: 210
  - Syrians: 3
  - Swedes: 1
  - Iraqis: 30
  - Algerians: 2
  - Italians: 1
  - Egyptians: 12
  - Indonesians: 1
  - Palestinians: 1

Faculty Members Mobility

- PU has 21 graduate students working toward their PhDs at British, American, Canadian, German, and Australian universities. The Breakdown of universities by country of location is as follows:
  - UK: 15
  - Canada: 02
  - USA: 01
  - Australia: 01
  - Germany: 01

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Thank You for Your Attention