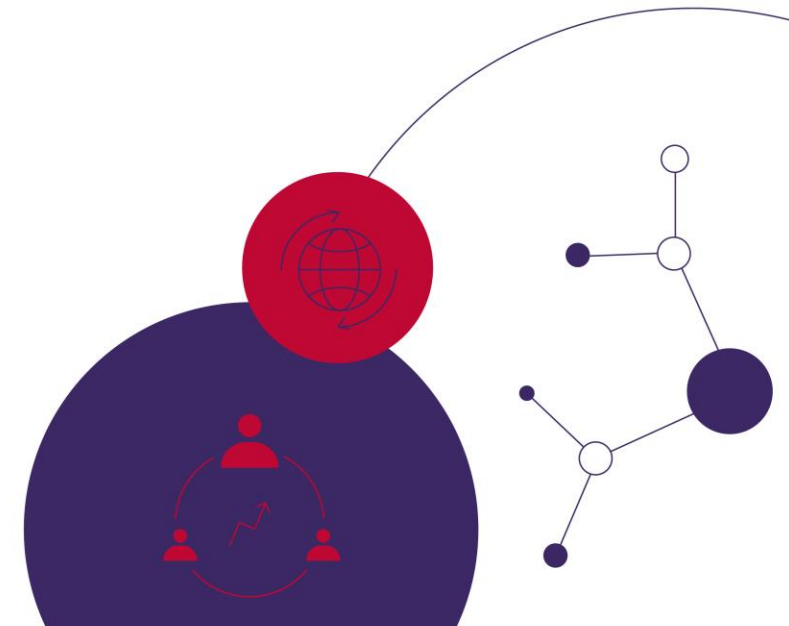


The impact of internationalisation on the changing learning environment at HEIs

Irina Ferencz, ACA Director

ACA
ACADEMIC
COOPERATION
ASSOCIATION



Two broad questions

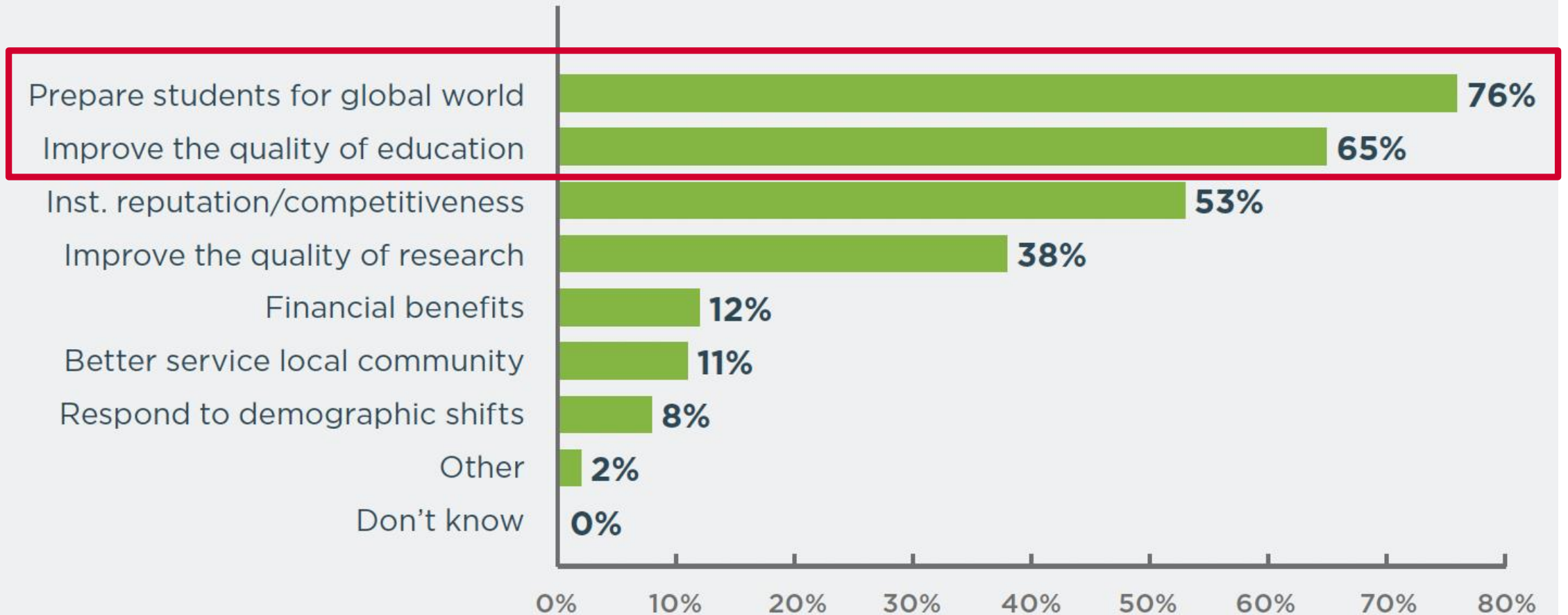
- I. What link is there between (1) internationalisation and (2) teaching & learning (environment)?
- II. What tangible evidence is there on the impact of specific internationalisation activities on teaching and learning?

I. What link is there between (1) internationalisation and (2) teaching & learning (environment)?

Internationalisation often perceived/defined as a TOOL for achieving the 3 core university missions

- *High quality of education* (correlated with the employability and career progress of graduates)
- *High quality of research* (correlated with publishing in high impact journals, patents and technology transfer)
- *Service to society* (third mission)

Main goals of internationalisation* (n=2317)



* Respondents were able to select up to three answers

II. What tangible evidence is there on the impact of specific internationalisation activities on teaching & learning?

Examples: joint programmes, staff and student mobility

Impact of Erasmus Mundus joint study programmes on teaching & learning

Perceived impact of Erasmus Mundus on three areas (all respondents)

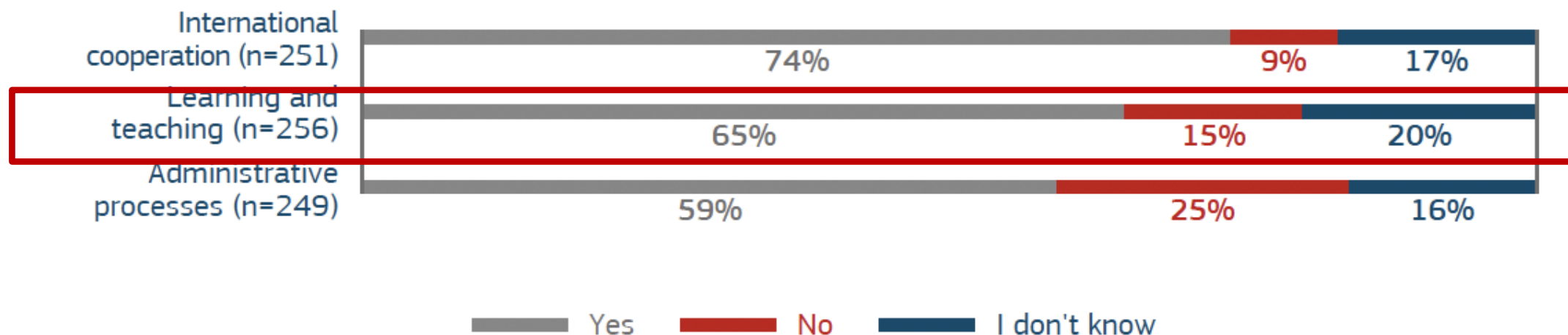
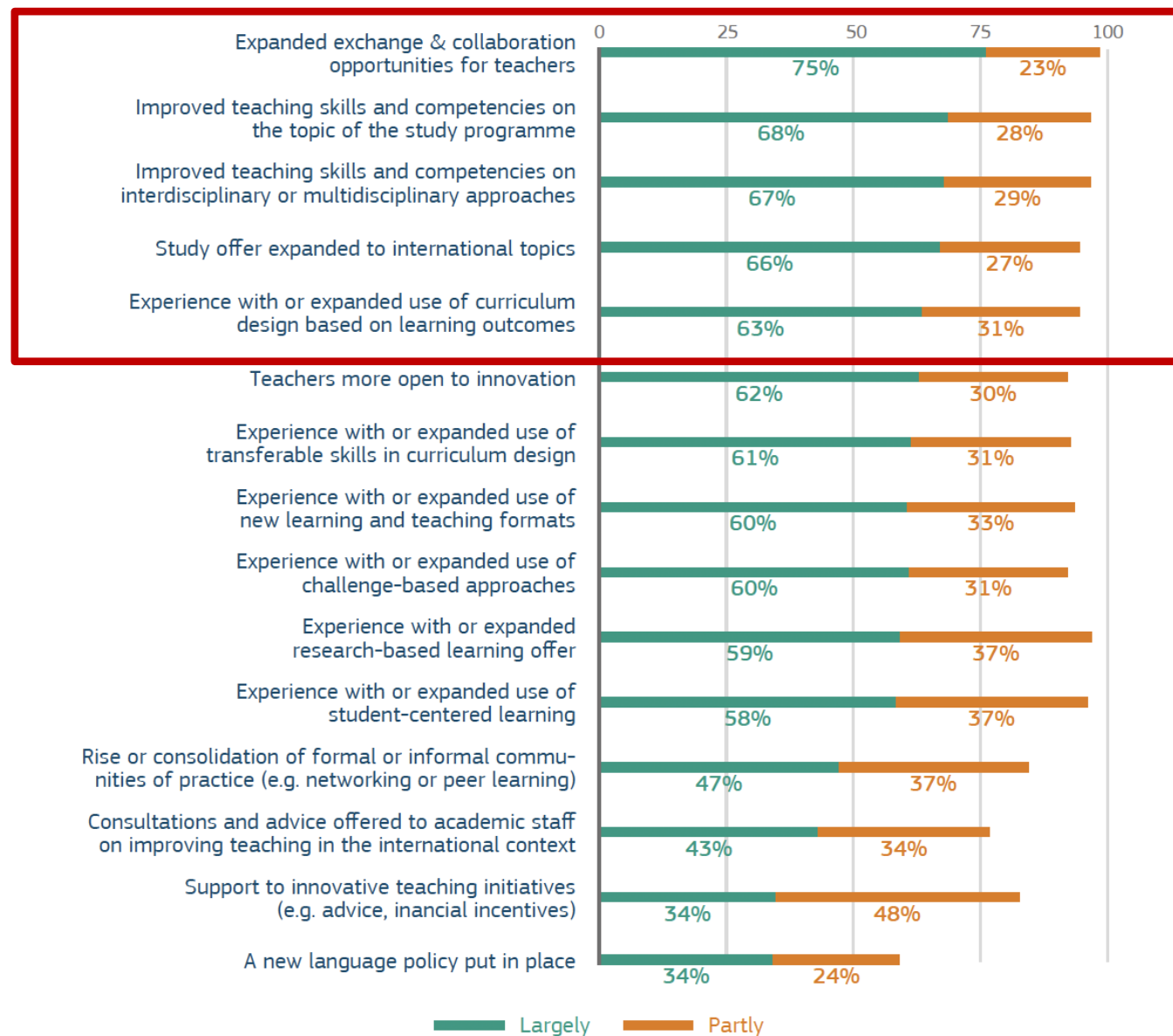


Figure 19. Perceived impact of Erasmus Mundus on three areas (programme and central-level perspectives)⁴⁶

Impact of Erasmus Mundus joint study programmes on teaching & learning

Main changes in the faculty or department's learning and teaching contents, methods, or practices associated to the EM programme (programme-level perspective; n=122-125)



Ferencz & Kupriyanova (2024) 20 years of Erasmus Mundus. Beyond borders and boundaries

Figure 23. Main changes in the faculty or department's learning and teaching contents, methods, or practices associated with the EM programme (programme-level perspective)

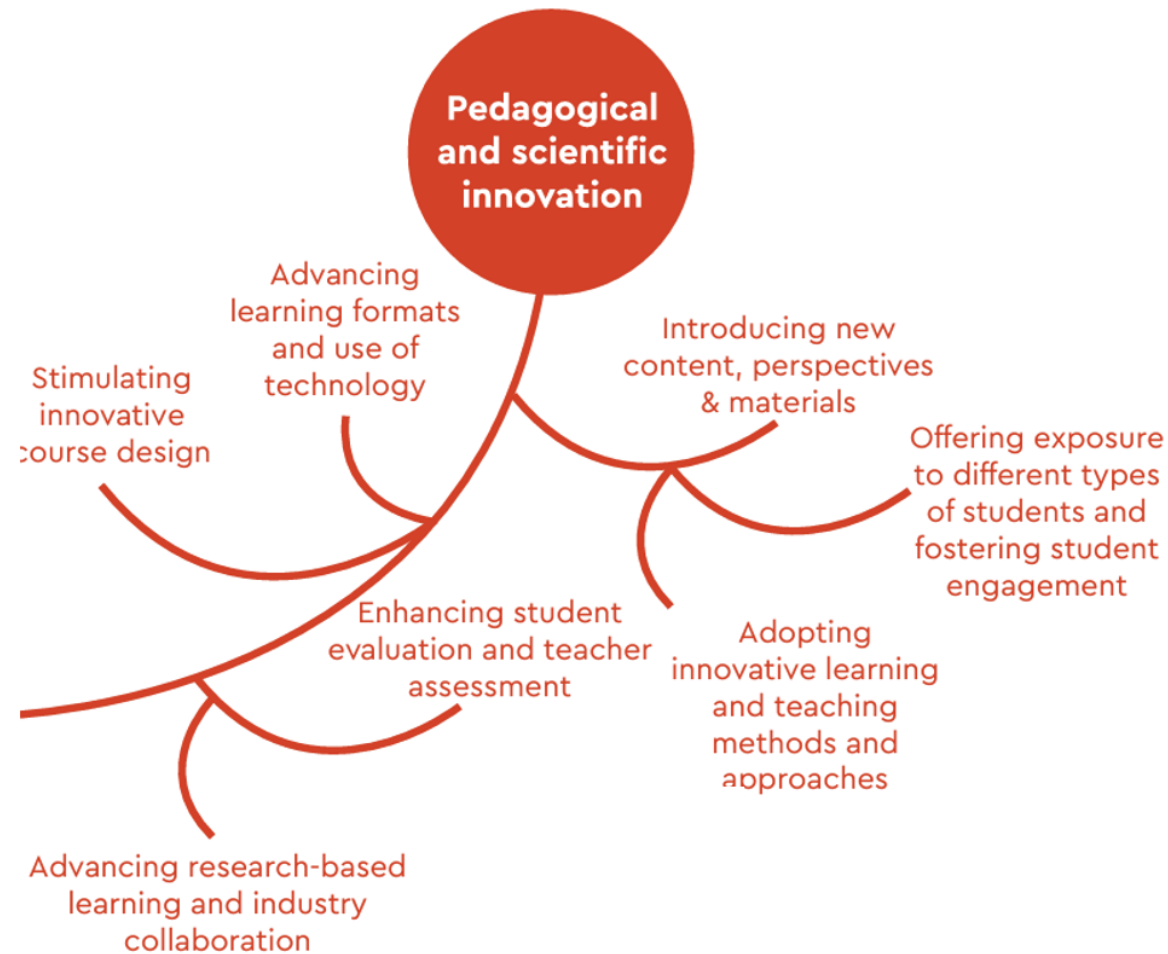
Impact of staff mobility on teaching & learning

Please select up to 5 areas where you feel your mobility had an impact on your sending institution (N=43)



Figure 3. Top 5 institutional areas positively affected by outgoing academic staff mobility

Impact of staff mobility on teaching & learning



Impact of student mobility on graduates' employability, career orientation and labour market performance

Internationality of the career of graduates who have studied abroad

- ✓ are more likely to also **work abroad during their early career** (e.g. Parey & Waldinger 2011; Oosterbeek & Webbink 2011; Di Pietro 2012)
- ✓ are more likely to be **involved in international work** in their home country (e.g. Wiers-Jenssen 2008; Netz 2012)
- ✓ have **better language skills** and **use them more frequently** for their work (e.g. Euler et al. 2013; Sorrenti 2017; Moore et al. 2021)
- ✓ are more **globally minded and oriented** (Roy et al. 2019; Wiers-Jenssen et al. 2020)

Career orientation of graduates who have studied abroad

- ✓ report to have a **greater maturity and clarity regarding their career paths** and professional (identity) development (Waibel et al. 2017; Roy et al. 2019)

Labour market performance of graduates who have studied abroad

- ✓ are **more likely to enrol in further education and obtain a PhD** (e.g. Messer & Wolter 2007; Netz 2012; d'Hombres & Schnepf 2021)
- ✓ attain positions of **higher social status** (e.g. Waibel et al. 2017, 2018)
- ✓ receive **slightly higher wages on average** (e.g. Jacob et al. 2019; Iriondo 2020; Di Pietro 2021; Netz & Cordua 2021)
- ✓ do not seem to enter the labour market with more ease (exceptions: Italy and Greece), but rather **take slightly more time to find a suitable job** (Di Pietro 2015; Waibel et al. 2017; Wiers-Jenssen et al. 2020; Van Mol et al. 2021)

A glimpse into the future

Generation Z (“Zoomers”) (mid-1990s – early 2010s)

Generation Alpha (“Screenagers”) (early 2010s – present)

Similarities: digital natives, visual learners – short attention spans, authenticity seekers, (climate) activists, attentive to wellbeing & mental health

- More connected to the human side of technology
- Highest participation in education (parents' background)
- Used to a blend of traditional and digital learning technologies (pandemic)
- More passive consumers of social media
- Exposed to more internationality through social media and more frequent travel

- Most technologically integrated generation (likely to surpass Gen Z)
- Education and life strongly influenced by AI
- Technology – bigger role in education from early life (digital platforms)
- Active co-creators of social media
- Exposed to diversity and internationality from early life
- 65% will have jobs that don't yet exist (c.f. World Economic Forum) – upskilling and retraining part of 'normal' education

Thank you!

Irina Ferencz

ACA Director

irina.ferencz@aca-secretariat.be

@IrinaFerencz