



## 7th ASEF Rectors' Conference & Students' Forum

Higher Education Taking Action towards the Sustainable Development Goals:  
Perspectives from Europe and Asia

### **Rethinking internationalisation of higher education Key competencies for sustainability citizens\***

Prof Joanne PAGÈZE, Vice-President for  
Internationalisation, University of Bordeaux

13/05/2019, Bucharest



\*Wals 2015 - UNESCO Education for SDGs 2017



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### Most international universities in the world 2018: top 200

Explore the top 200 most international universities in the world using data from the Times Higher Education World University Rankings

TIMESHIGHereducation.com

### Most international universities in the world 2019

| Most International rank 2019 | World University Rank 2019 | University   | Country/region |
|------------------------------|----------------------------|--|----------------|
| 1                            | 36                         | <a href="#">University of Hong Kong</a>                        | Hong Kong      |
| =2                           | 11                         | <a href="#">ETH Zurich</a>                                     | Switzerland    |
| =2                           | 41                         | <a href="#">Hong Kong University of Science and Technology</a> | Hong Kong      |
| 4                            | 35                         | <a href="#">École Polytechnique Fédérale de Lausanne</a>       | Switzerland    |
| 5                            | 53                         | <a href="#">Chinese University of Hong Kong</a>                | Hong Kong      |
| 6                            | 23                         | <a href="#">National University of Singapore</a>               | Singapore      |
| 7                            | 1                          | <a href="#">University of Oxford</a>                           | United Kingdom |



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## Facts & figures: international – University of Bordeaux



### Education

- › **6,800** international students
- › **60** international study programs at all levels  
incl. **18** EU-labeled programs
- › **700** partner universities in **80** countries
- › **Leading** university in France for Erasmus Mundus Program
- › **2,000** students each year with exchange mobility (incoming/outgoing)
- › Dedicated exchange programs with over **60** countries worldwide

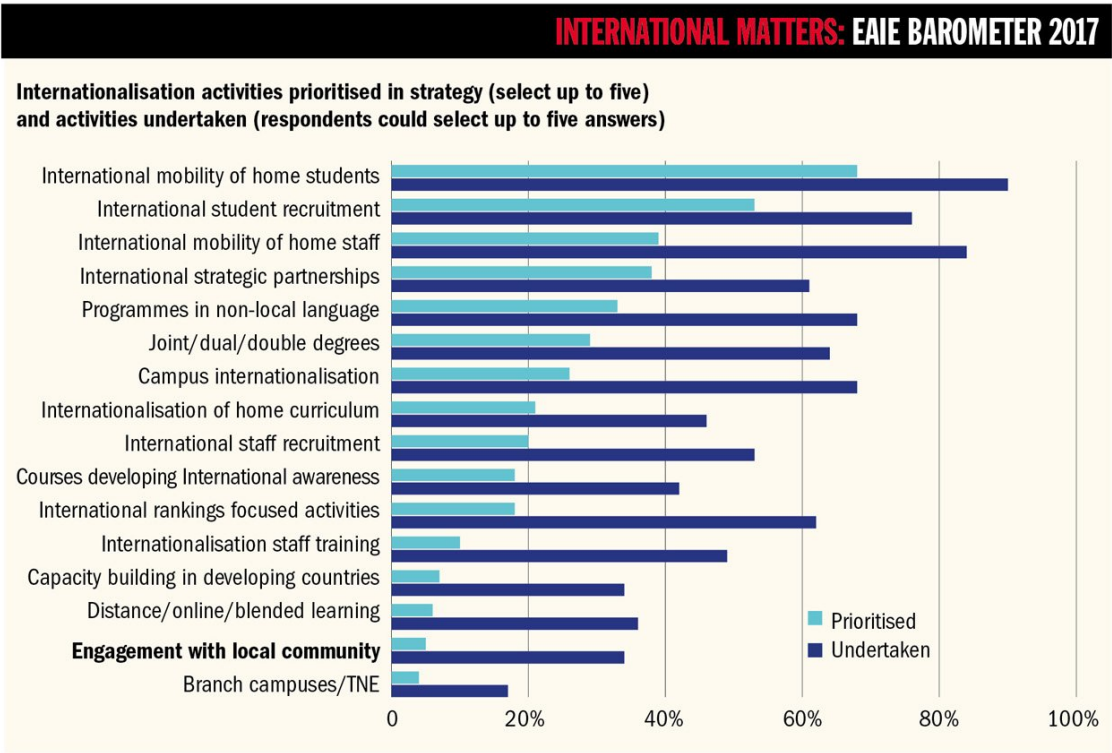


International students  
2017/2018



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### What do we really mean by “international” education?

Objective:

Inclusive internationalisation:

*....the **intentional** process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to **enhance the quality** of education and research for **all** students and staff, and to make **a meaningful contribution to society**.*

(De Wit, Hunter 2015)

Tool:

Internationalization at Home:

*“the **purposeful** integration of international and intercultural dimensions into the **formal and informal curriculum** of **all students** within domestic learning environments ”*

(Beelen & Jones, 2015)



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- By 2030, **ensure that all learners** acquire the **knowledge and skills needed** to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- INDICATOR: Extent to which (i) **global citizenship education** and (ii) education for sustainable development, including gender equality and human rights, **are mainstreamed** at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
- “**Emancipatory approach**” to sustainability education (Wals, Benavot 2017)
- “..encourages self-reflective learners who are capable of altering their values and behaviour and finding solutions for themselves, especially when the desirable course of action is unclear.”



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## Internationalization at home

- from language/mobility → curriculum
- from input-based → outcomes-oriented
- Internationalisation at Home → for all
- international officers → academic staff
- **regional** and international partnerships
- recognise and **value** the diversity in **all** our classes
- (new) **learning and teaching modalities**
- happy accidents → explicit **design** /tracking
- involve the whole institution in the process...





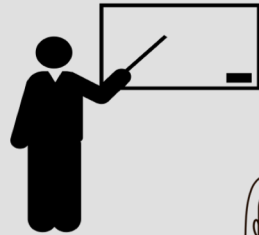
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## What makes an international classroom international?

An anglophone version of me,  
teaching...?

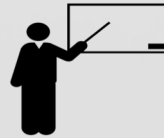


Created by H.A  
from Noun Project



Created by BRICK  
from Noun Project

A learning and teaching context =  
a holistic classroom approach



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### **Internationalization at home: Embedding sustainability citizenship into higher education**

- Learning and teaching - pedagogical modalities
  - Cross-cutting key competencies, seeing diversity as a resource, intercultural skills...
  - Education for sustainability citizenship
- Integrating SDG and global citizenship into curricula
- Formal and informal learning – whole institution approach
  - Research, institution, education – participative, community-based
  - University as an open microcosm.... a model, a hub, a catalyst
- Widen participation – mobility that counts...

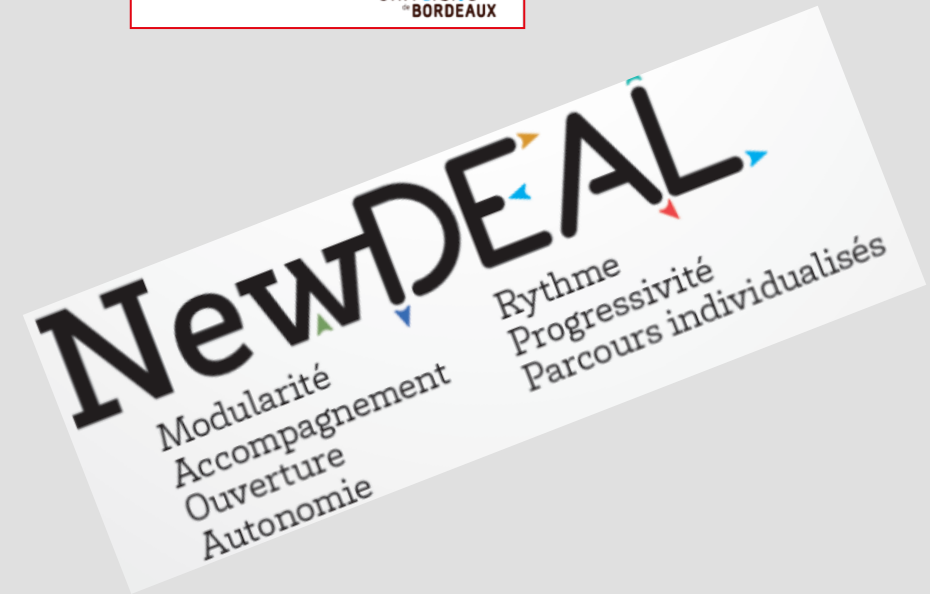
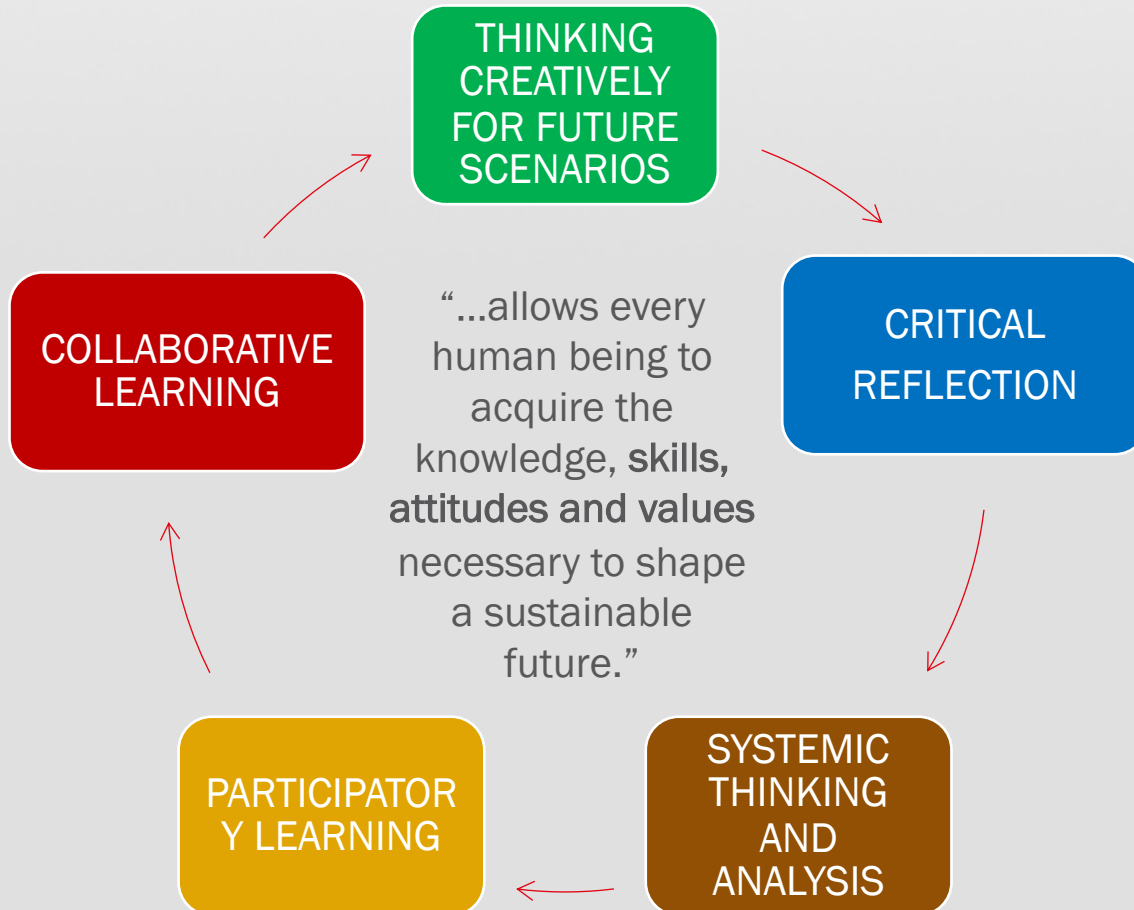


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## ESD Learning and teaching modalities...





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### Ethical global citizenship in the internationalized curriculum

- = understanding the **interconnectedness** of life on a finite planet
- AND accepting that this interconnection cannot be based on a **universalism that denies difference** (Abdi et al 2015)
  - Identifying with common **local** and **global** human predicaments and showing compassionate concern for others at home and abroad
  - Displaying personal and professional ethics which are both local and global in scope
  - Acting in support of the common good across professional, social, environmental and political dimensions (Leask 2015)
- Integrated into course design? Mobility? Virtual exchange?



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## Staff training for an enriched international classroom – sustainability citizenship skills

EQUIIP Educational Quality at Universities for Inclusive International Programmes

### EQUIIP modules

**A** Teaching & Learning in the International Classroom

**B** Internationalizing Course Design

**C** Feedback & Reflective processes

**D** Intercultural Group Dynamics

**E** The Role of Language and Language Diversity

*Educational Quality at Universities for inclusive international Programmes (EQUIIP).*



Slide 5



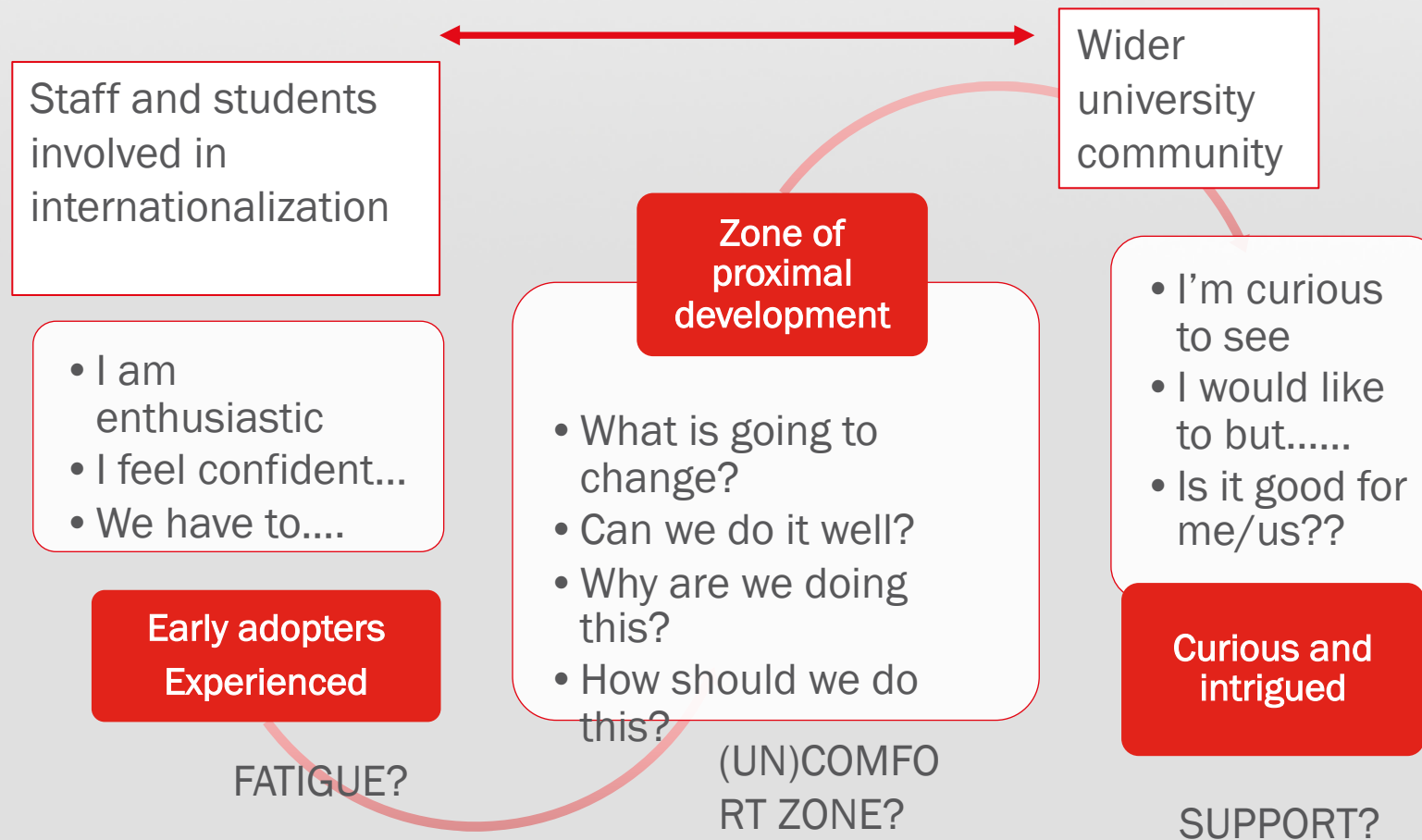


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## Develop communities of practice for SDG engaged education ...







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## ... sustainability citizenship through/for international education

- Embed collaborative, participatory learning modalities.
- See diversity as a resource for learning...
- Engage academics in internationalization at home
  - an integrated approach versus an add-on approach
  - global citizenship/SDG learning outcomes.
- Bring international experience back into home campus/institution
  - sharing and comparing experiences, peer learning
- Widen participation
  - online collaborative education
  - Local community – “glocal”
  - Formal and informal curriculum

**INTERNATIONAL TRACK**

d iv er si ty

For students in year 2 or year 3 of human sciences

English-taught programme

Cross-disciplinary course for all human sciences

A project-based course: documentary film assignment

For students with a B1, B2, C1 or C2 level in English

Timetable: Thursday from 3:30pm to 6:30pm

Course theme: 'diversity' in its widest sense

Yearlong project for 3ECTS per semester (6ECTS in total)

Sign up from 17/09/2018 to 21/09/2018  
Espace Langues Victoire (takes 45 mins)

internationaltrackbordeaux  
espacelanguesvictoire





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