

Virtual Internationalization in Higher Education

From a niche to the mainstream

Dr. Elisa Bruhn-Zass

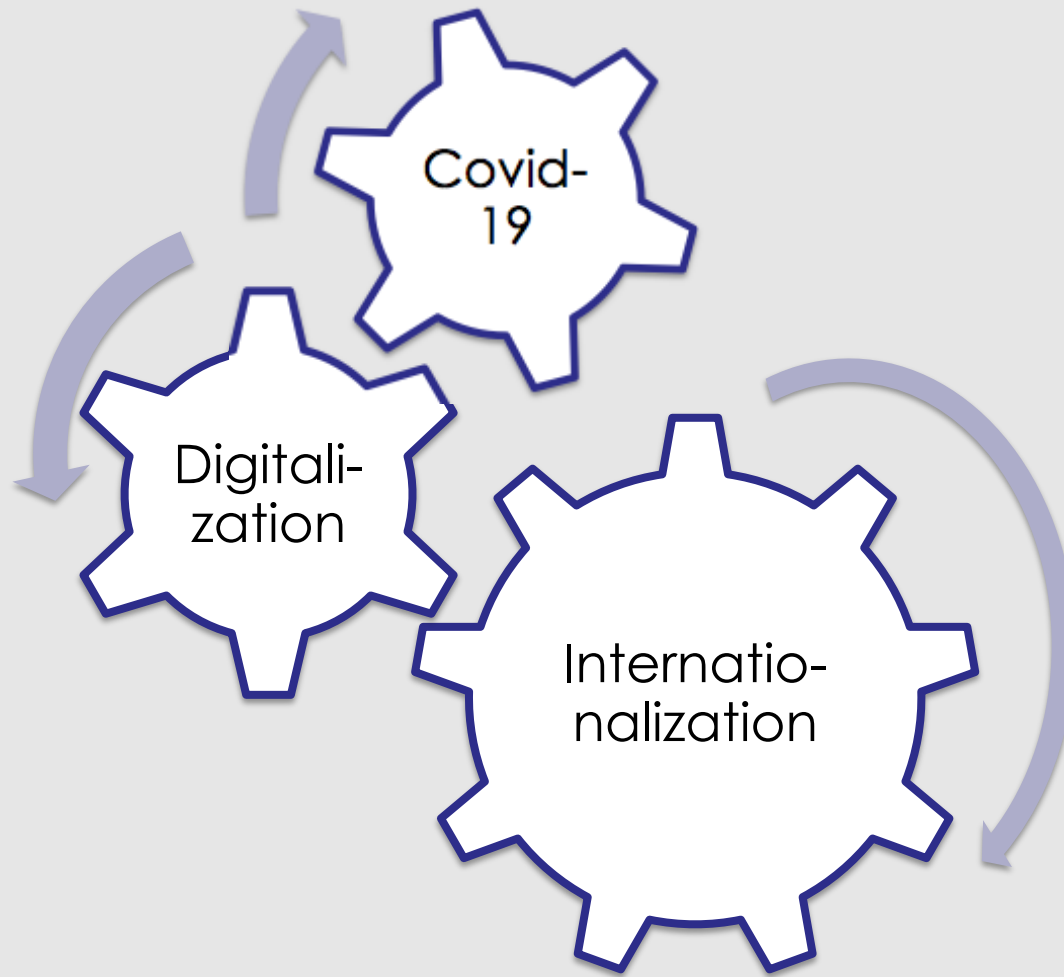
GIZ, Sector Programme Education

Advisor for Higher Education

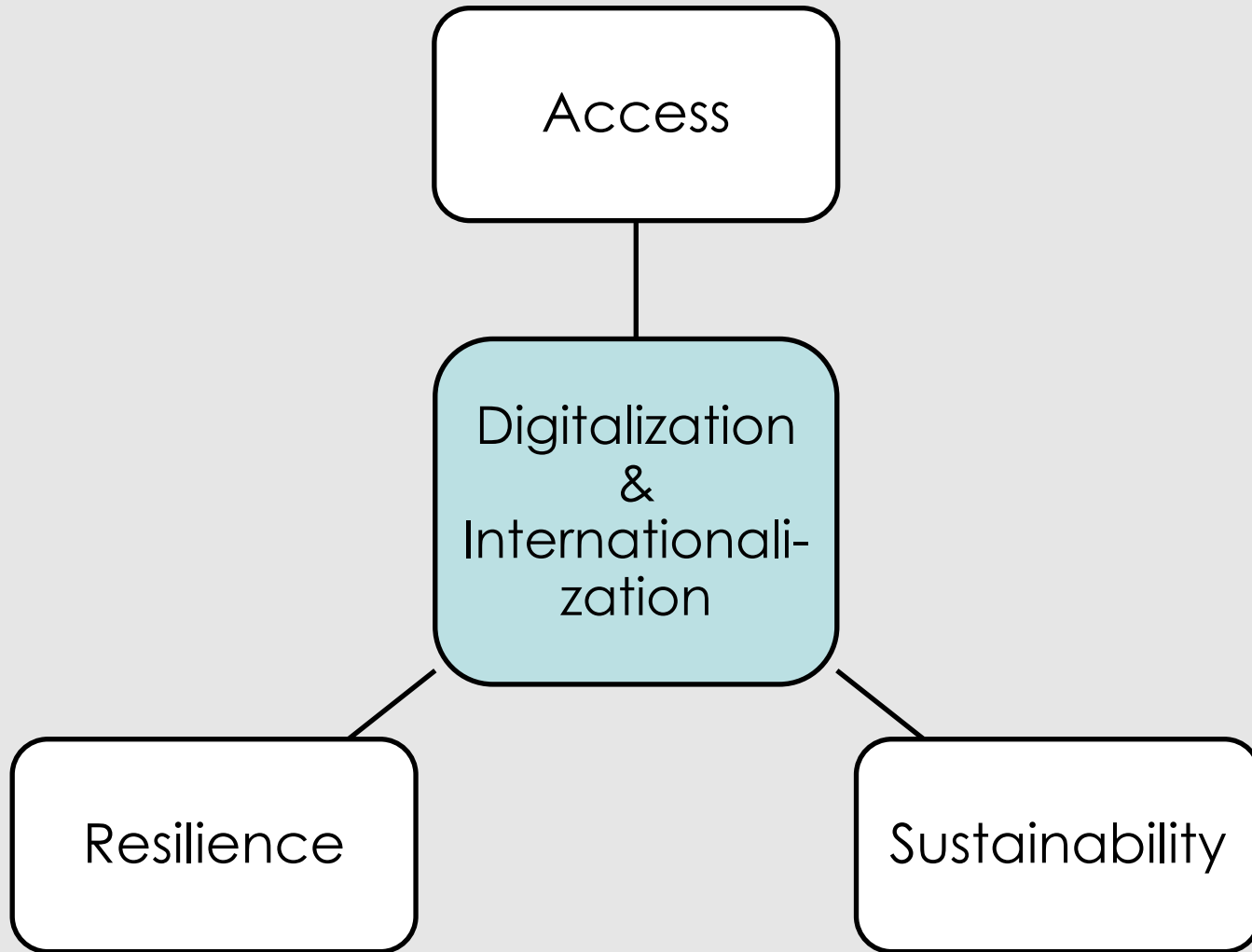
IVAC Festival, Universität Göttingen

23 August 2021

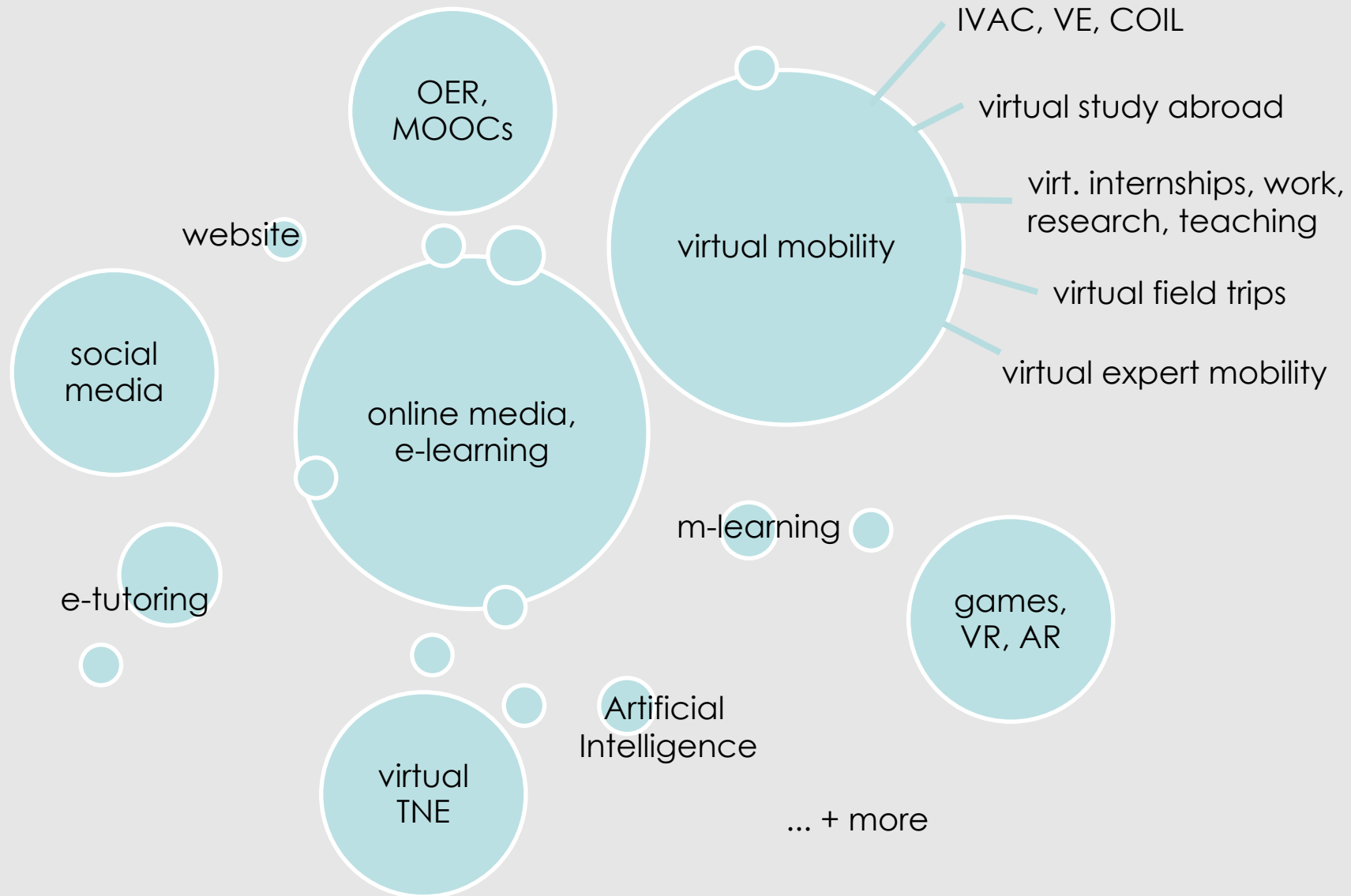
CONTEXT



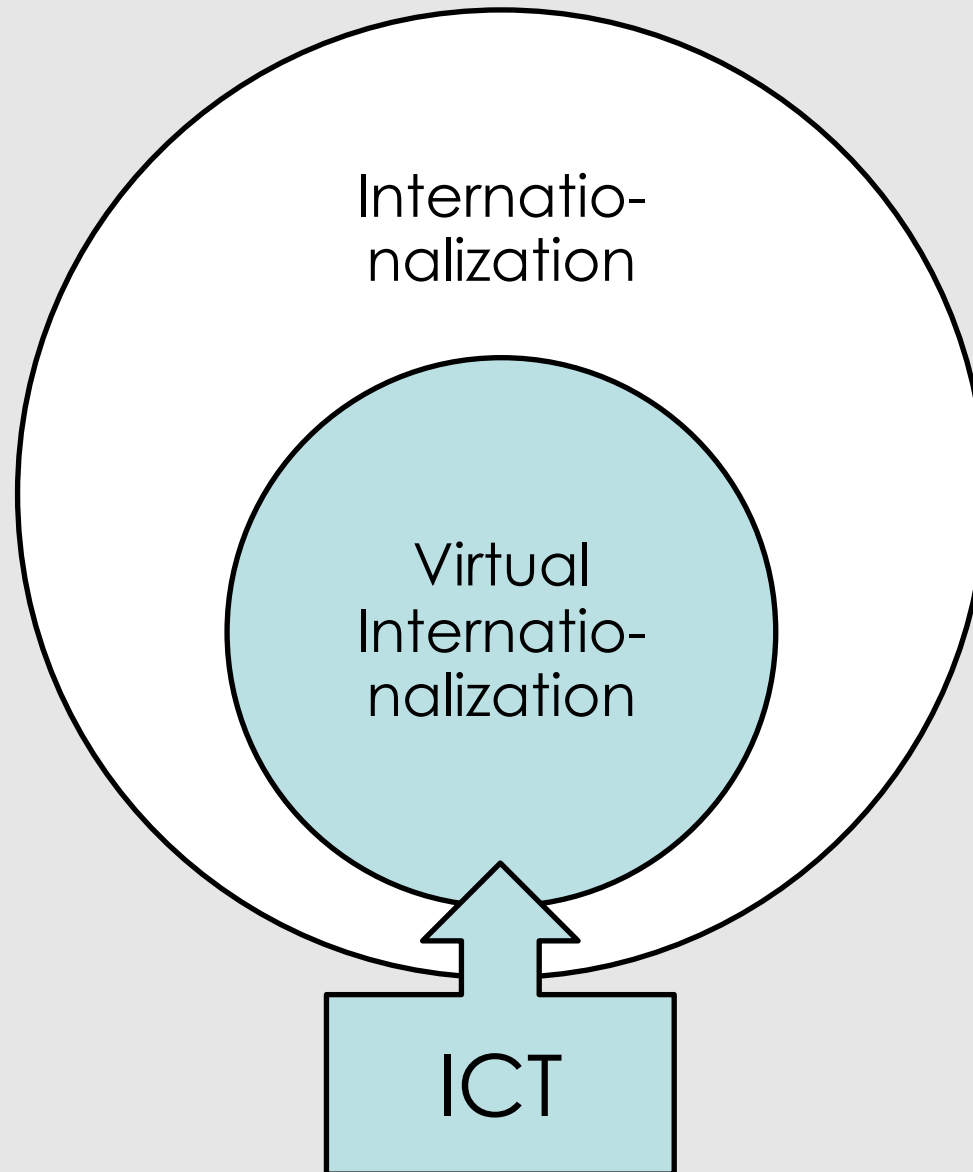
BEYOND COVID-19



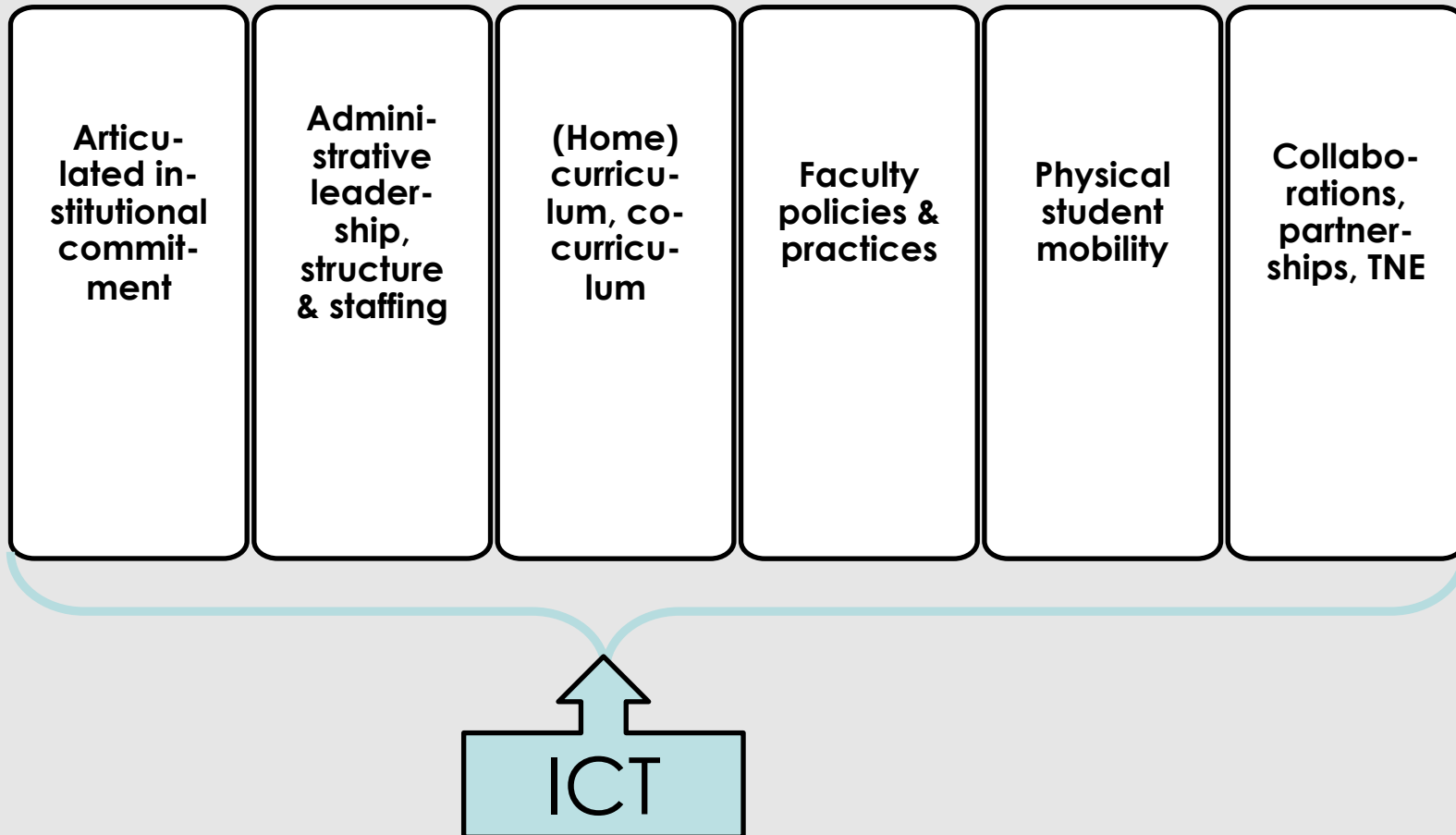
ICT IN INTERNATIONALIZATION



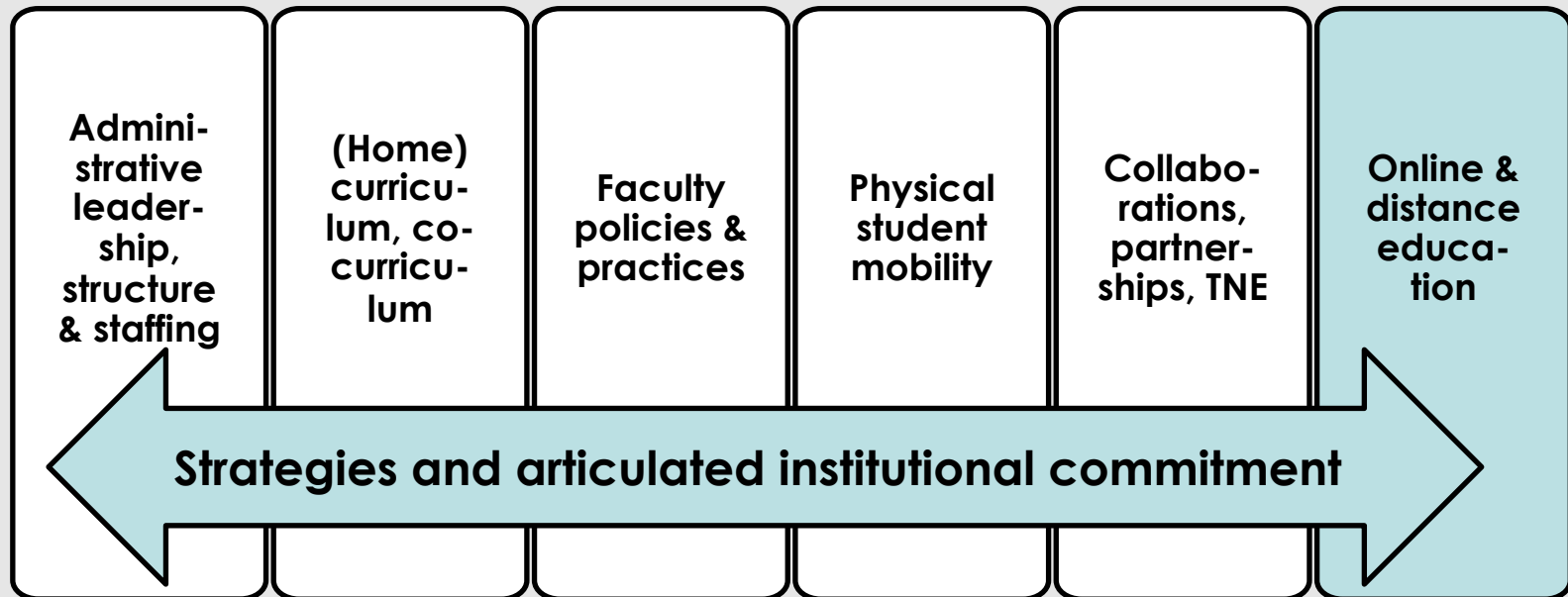
VIRTUAL INTERNATIONALIZATION (VI)



COMPREHENSIVE INTERNATIONALIZATION



VIRTUAL INTERNATIONALIZATION

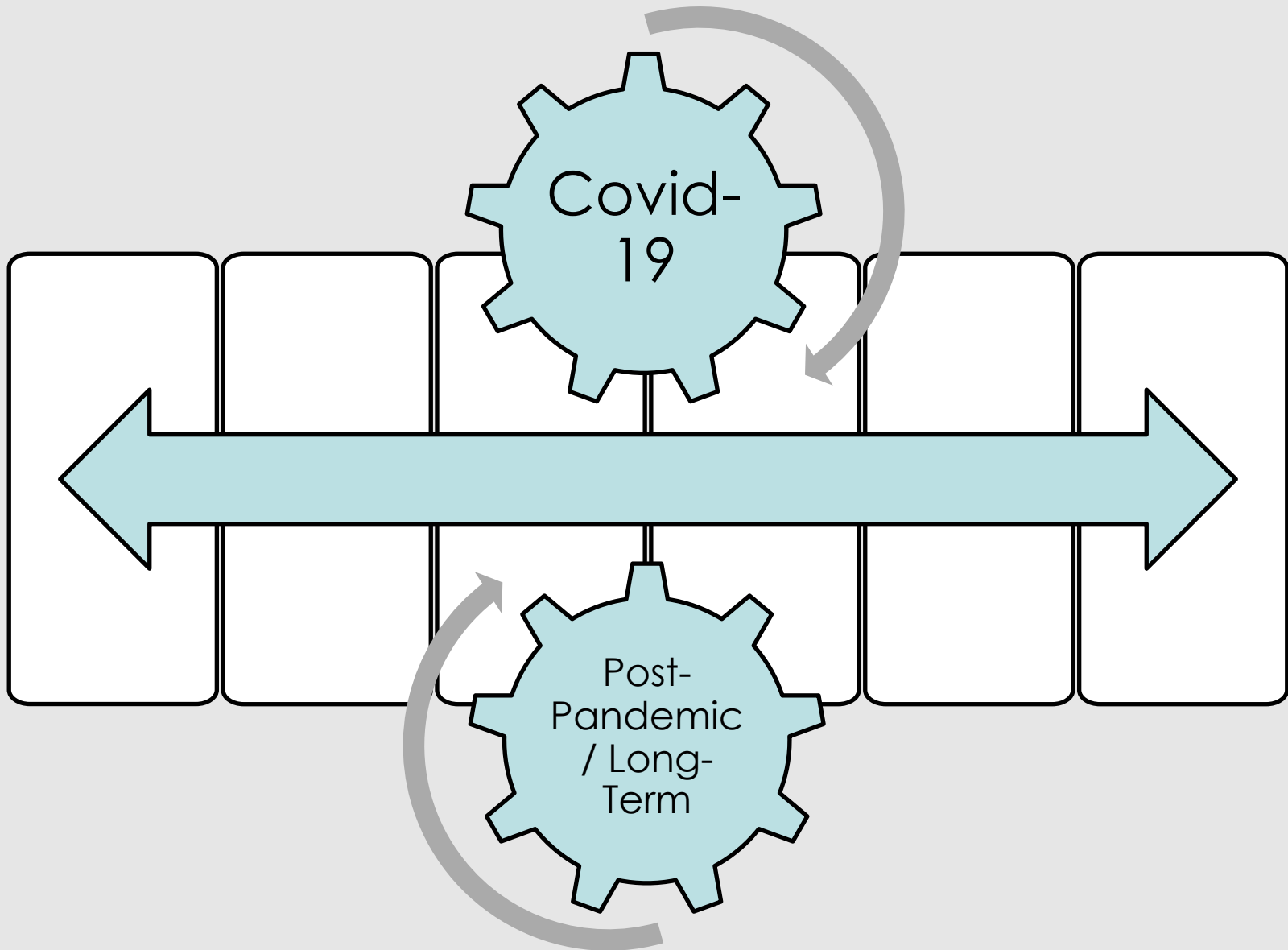


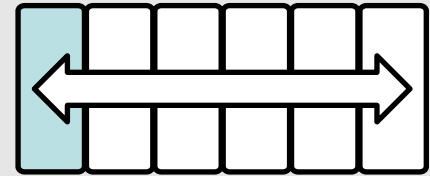
SURVEYS ON COVID-19 & INTERNATIONALIZATION

(DATA FROM EUROPE)

	Articulated institutional commitment	Admin. leadership & staff	(Home) Curriculum, Co-Curriculum	Faculty policies and practices	Physical student mobility	Collaboration, partnerships, TNE	Online and distance education
IAU 2020							
EAIE 2020							
EU COM Survey 2020							
EUI Survey 2020							
QS 2021							
EUA 2021							
IAU/EUA 2020							
ESN 2020							
IAUP/ Santander 2021							
THE 2020							
Coimbra Group 2020							
DAAD 2020, 2021							

VIRTUAL INTERNATIONALIZATION & COVID-19





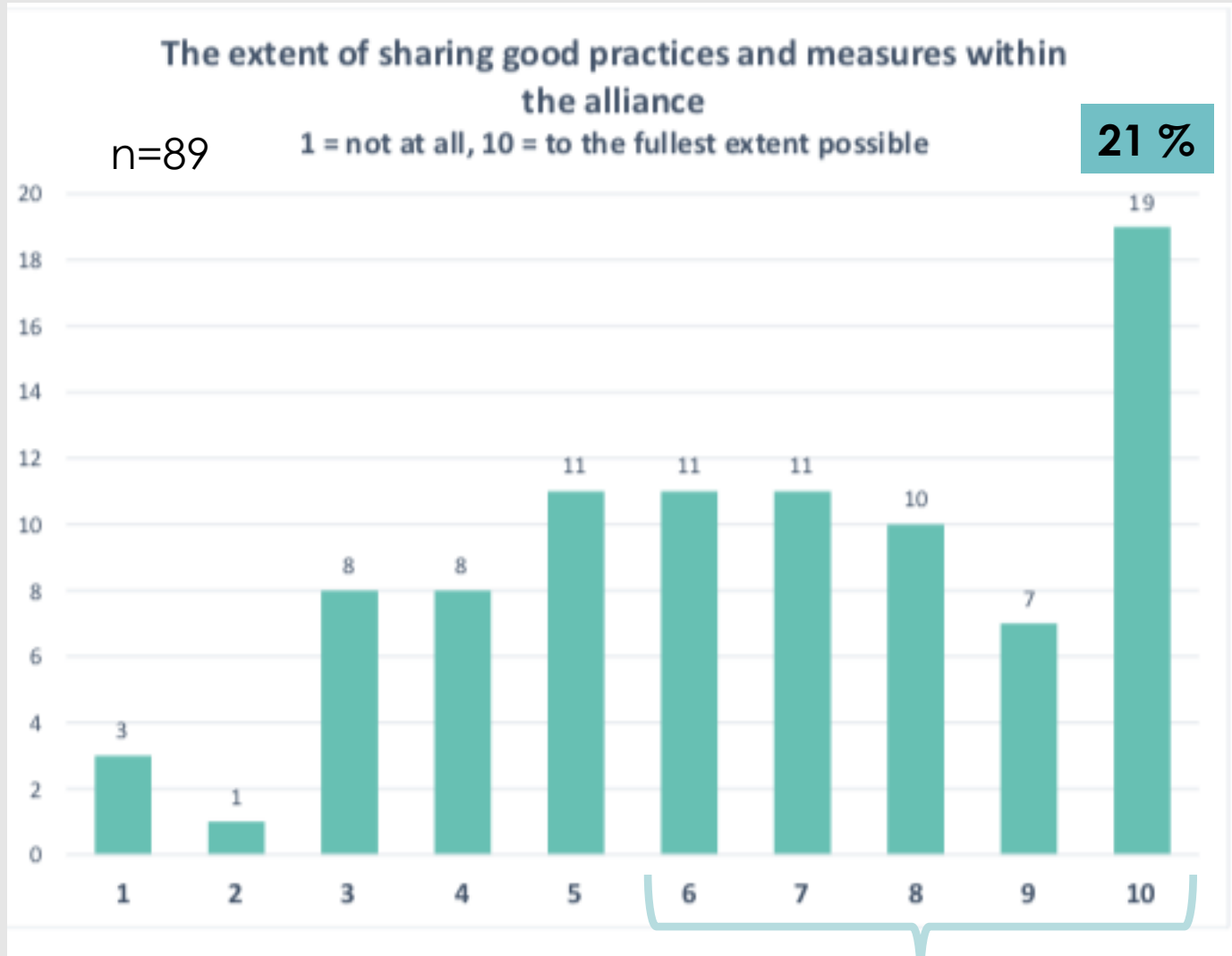
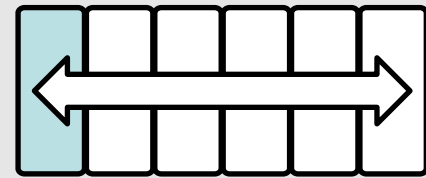
COVID-19 IMPACT

- Campus buildings closed D: 89 %*
- Business trips cancelled D: 79 %
- Exchange programs for staff cancelled D: 90 %
EUI: 9,4/10 „most affected“; 81 %: „most negatively affected mid-term“

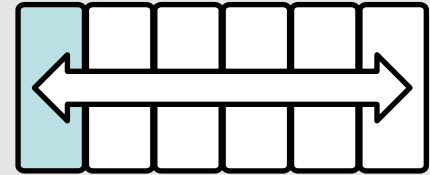
RESPONSE

- Virtual workplaces offered D: 98 %;
EUI: 8,8/10 „most impacted“
- Making use of partnerships for sharing good practices EUI
- Virtual conferences

ADMIN. LEADERSHIP & STAFF



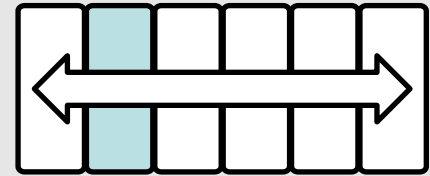
65%



LONG-TERM CONSIDERATIONS

- Key drivers and stakeholders for (virtual) internationalization
- Define and implement strategies and institutional commitment
- Competencies crucial (intercultural competence, digital literacy)
- International partnerships for good practices
- Blended staff mobility (EUI: 46 % „could be further supported“)

(HOME) CURRICULUM, CO-CURRICULUM



COVID-19 IMPACT

- Courses cancelled D: 40 %
- Co-curricular events cancelled D: 97 %

RESPONSE

- Conversion to virtual teaching D: 98 %
EUA: 95 % „all“, 4% „some“
- IaH strengthened IAUP: 49 %
- Virtual mobility* increased IAU: 65 %
IAUP: 63 %
EUA: 25 %
EU NESET: 85 %

*diversity in definitions!

(HOME) CURRICULUM, CO-CURRICULUM

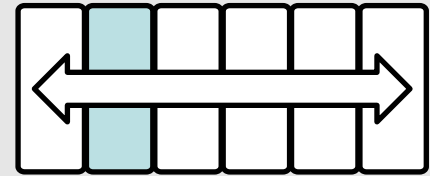
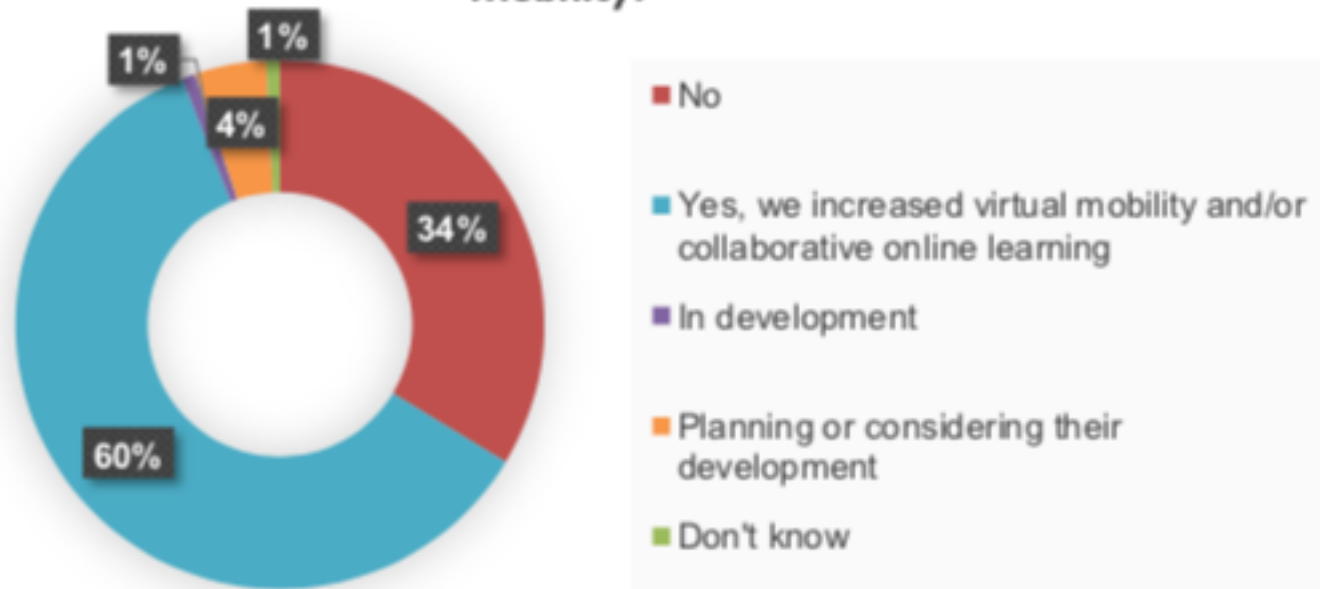
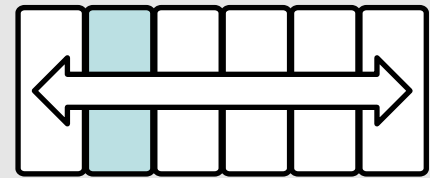


Fig. 17: Has COVID-19 stimulated alternatives to physical student mobility?



(HOME) CURRICULUM, CO-CURRICULUM



LONG-TERM CONSIDERATIONS

- ICT-based measures for resilient, inclusive internationalization (IaH)
- Virtual exchange, virtual study abroad, and other forms!
- Considering digital divide, capacity – 59 % in Europe able to increase virtual mobility, contrary to only 44 % in Africa (IAU)

virtual mobility

IVAC, VE, COIL

virtual study abroad

virtual internships

virtual field trips

virtual expert mobility

+

OER/open content

MOOCs/open courses

VR/AR

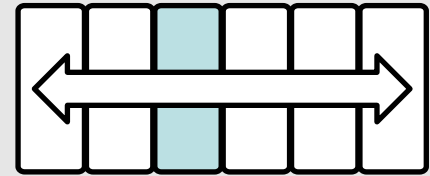
Games/gamified elements

e-learning, m-learning

social media

online media

FACULTY, ACADEMIC AND TEACHING STAFF



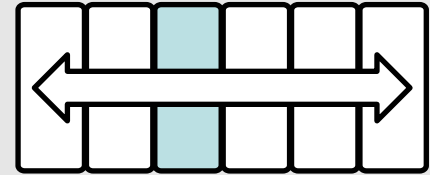
COVID-19 IMPACT

- Offices closed D: 89 %
- Business trips cancelled IAU: 93 % (Europe)
D: 79 %
- Conferences cancelled or postponed IAU: 88 % (Europe)
- Exchange programs cancelled D: 90 %
EAIE: 54 %*
- Research activities stopped IAU: 9 % (Europe),
43 % (Africa)
- Research collaboration resilient D (Rüland)
IAU/EUA

RESPONSE

- Virtual workplaces offered D: 98 %; EUI: 8,8/10
- Conversion to virtual teaching D: 98 %
- Virtual conferences

*data from very early stage (Feb 2020)

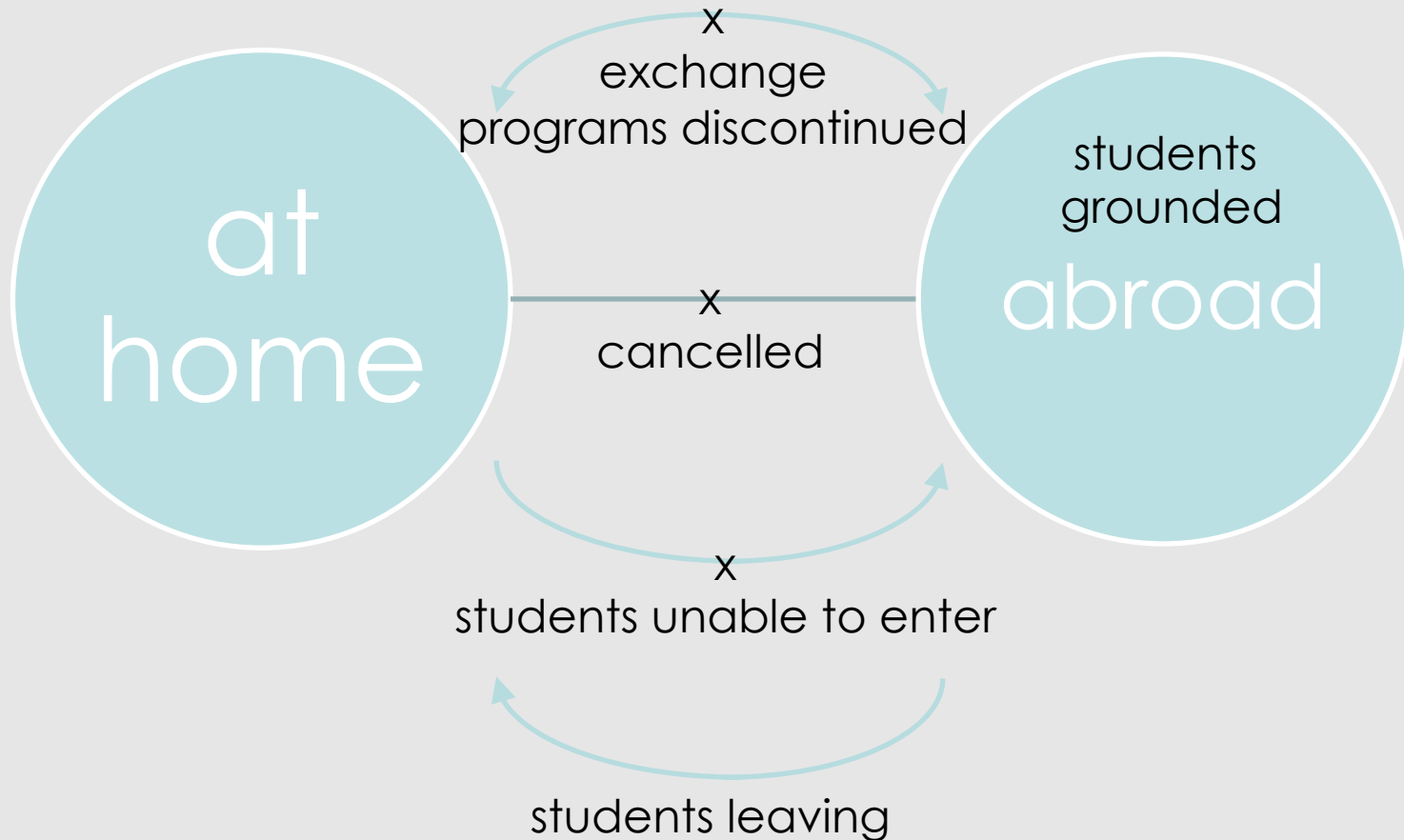
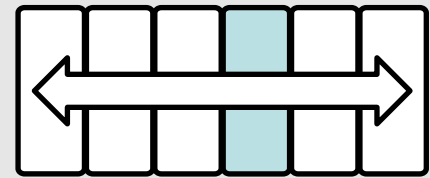


LONG-TERM CONSIDERATIONS

- Key drivers and stakeholders for (virtual) internationalization
- Put forward international (virtual) research collaboration, implement IaH in curricula, and provide education and (academic) support to international students
- Staff development offerings important (digital literacy, teaching international students online, etc.)
- Support / integration of international faculty

STUDENT MOBILITY

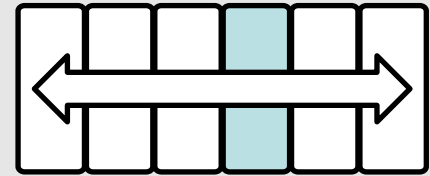
COVID-19 IMPACT



...no welcome events

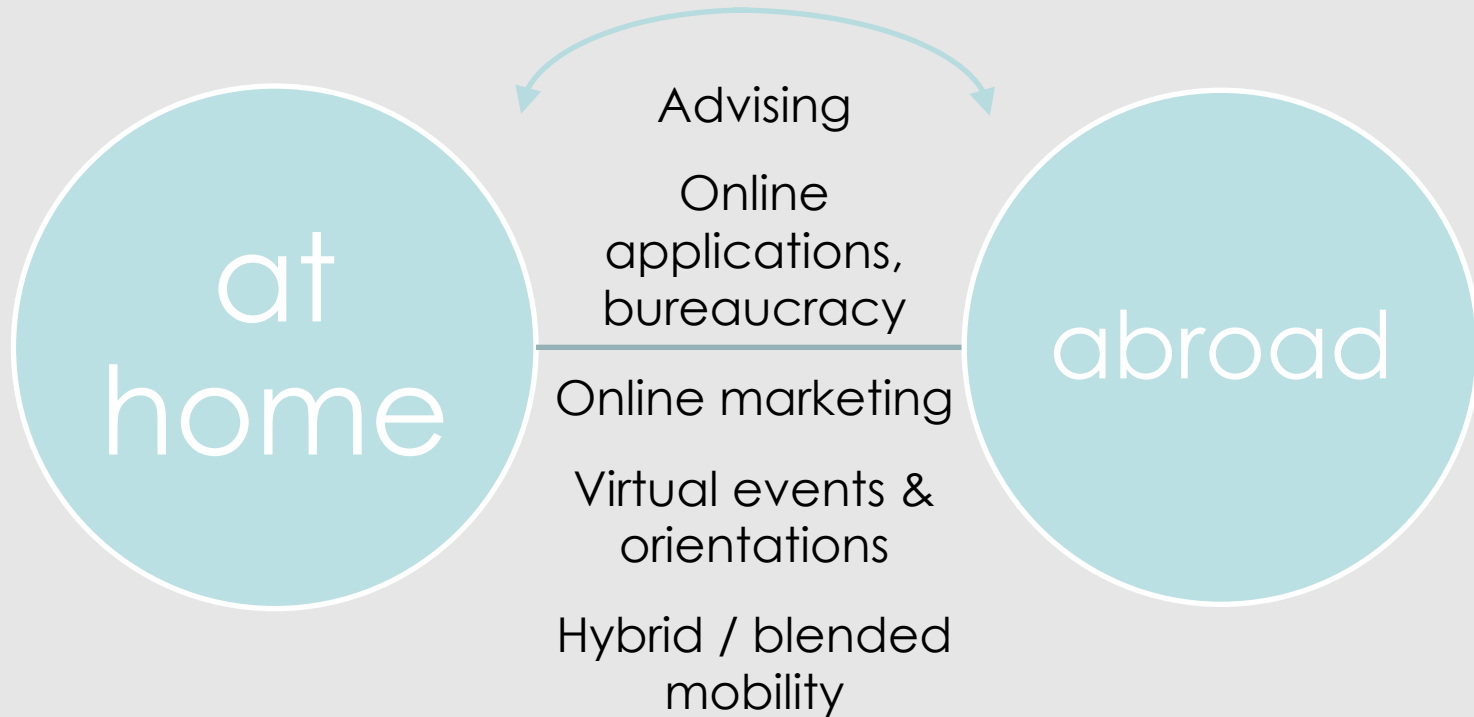
...no marketing events, info on exchange programs, etc.

STUDENT MOBILITY

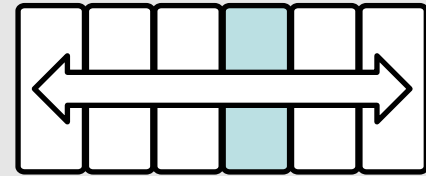


RESPONSE

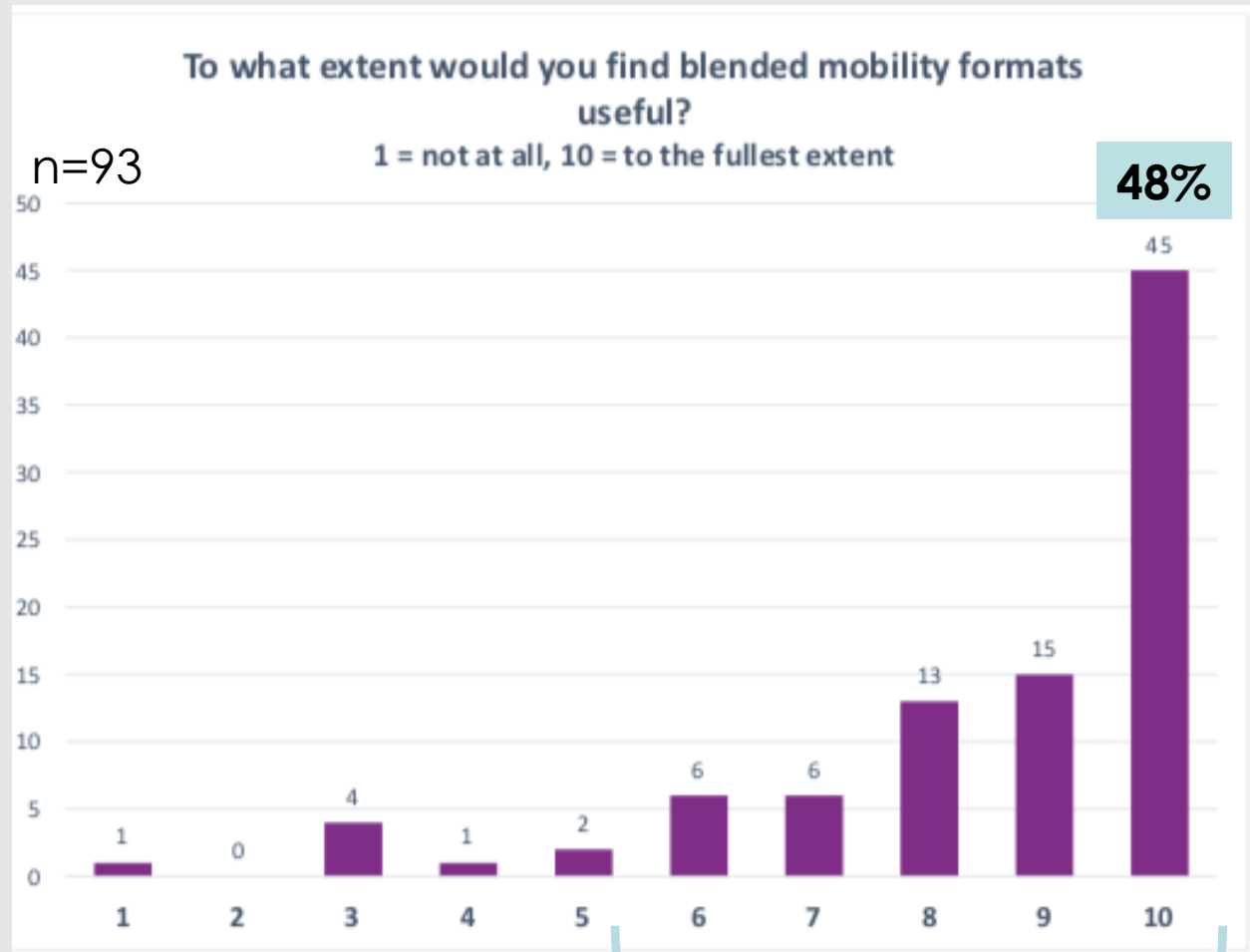
THE IN-BETWEEN



STUDENT MOBILITY



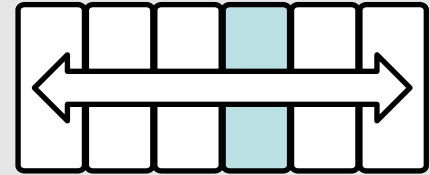
LONG-TERM CONSIDERATIONS



+ 84% say: „could be further supported“

91%

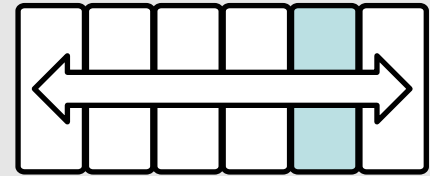
STUDENT MOBILITY



LONG-TERM CONSIDERATIONS

- Blended / hybrid mobility for (pandemic-)resilient mobility
- ICT as support (anytime, anywhere)
- Seamless transitions (before – during – after)

COLLABORATIONS, PARTNERSHIPS, TNE



COVID-19 IMPACT

- Less exchange, problems in joint programs
- Branch campuses closed

RESPONSE

- | | |
|--|-------------------|
| • Partnerships helpful / sharing good practices | EUI: 60 % / 80 % |
| • Maintaining / prioritizing existing partnerships | IAUP: 68 % / 56 % |
| • Virtual collaborations | D: 26 % |
| • Pooling online resources (courses, MOOCs) | EUI: 59 % |

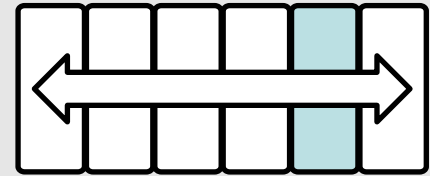
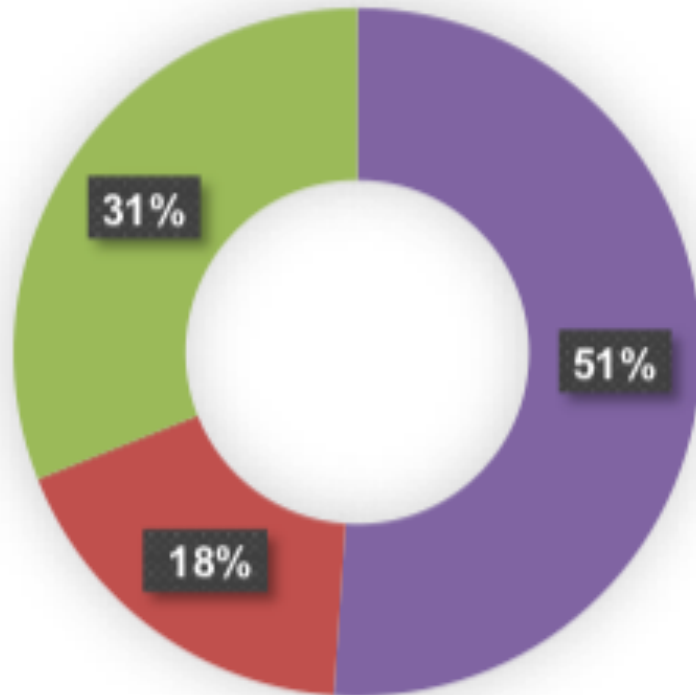
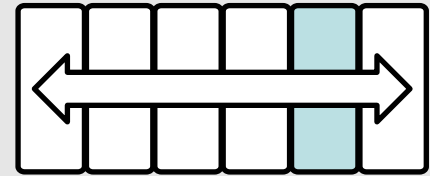


Fig.12: How has COVID-19 affected your partnerships?



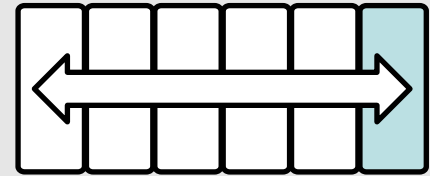
- It weakened them, we had to concentrate resources on local issues
- It strengthened them, we coordinated our efforts to respond to COVID-19
- It created new opportunities with Partner institutions (e.g. virtual mobility, shared resources, etc.)



LONG-TERM CONSIDERATIONS

- Support of existing collaborations
- New forms of collaboration (virtual mobilities, OER/MOOC platforms, micro-credentials)
- Diversifying TNE (blended, industry connections)
- Strengthen resilience (EUI: 96 % „would have been better prepared to face this pandemic“ if their virtual inter-university campus had already been fully operational)
- Access, capacity, quality of higher ed (e.g. in emerging economies)

ONLINE AND DISTANCE EDUCATION



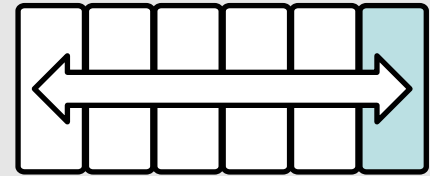
COVID-19 IMPACT

- On-campus education & physical mobility obstructed

RESPONSE

- (Fully) ODE in the mainstream
- Online enrollment through distance education / independent study D: 74 % / 15 %
- Asynchronous learning options for students in other time zones D: 13 %

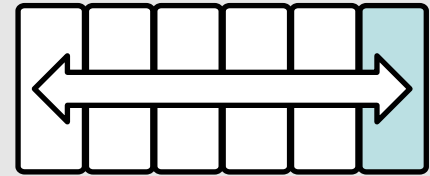
ONLINE AND DISTANCE EDUCATION



LONG-TERM CONSIDERATIONS

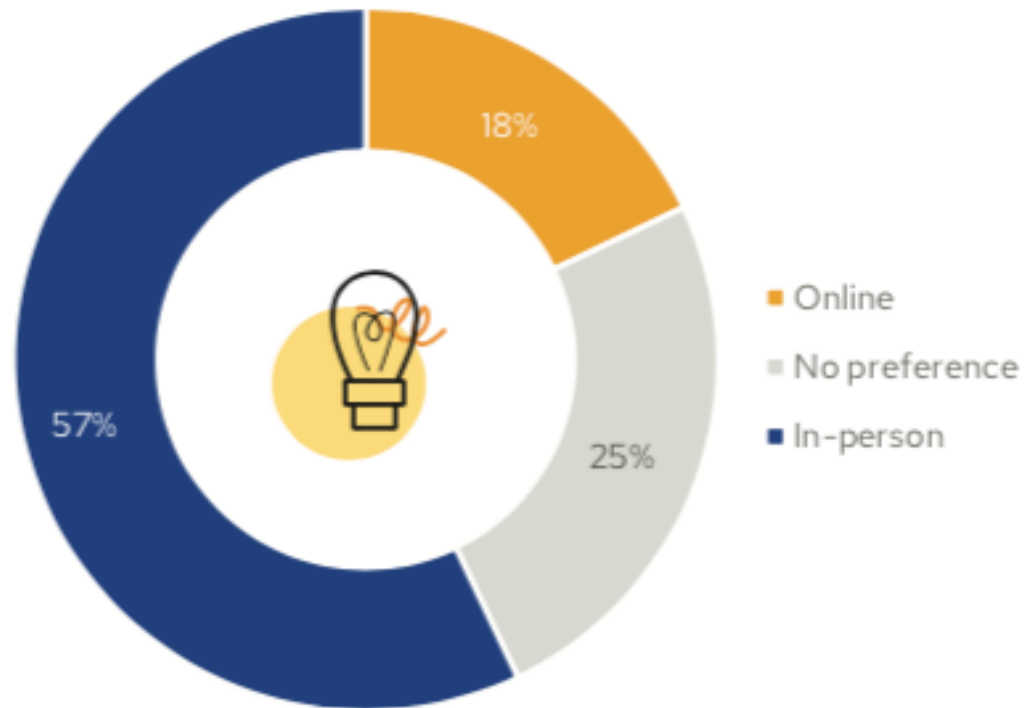
- ODE in the internationalization mainstream
- Domestic ODE: more and more programs → internationalizing them
- Transnational ODE (Virtual TNE)
- Access to an international experience / to a quality education
- But: hindering factors to access, infrastructure (IAU study: In Europe 85 % of institutions able to offer distance teaching, Africa 29 %)

ONLINE AND DISTANCE EDUCATION



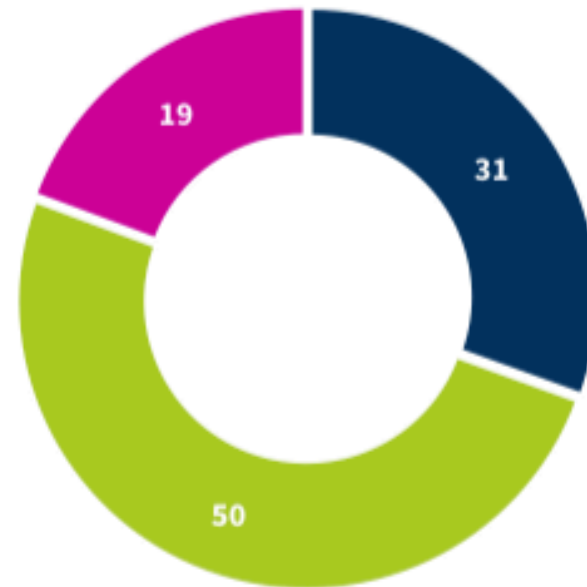
LONG-TERM CONSIDERATIONS

Do you prefer online or in-person teaching?



FUTURE OUTLOOK

After the end of the COVID 19 pandemic, the importance of digital elements and offerings in the internationalisation of higher education will ...



- ...decline again.
- ...remain similarly important as during the COVID 19 pandemic.
- ...become even more important than during the COVID 19 pandemic.

VIRTUAL INTERNATIONALIZATION

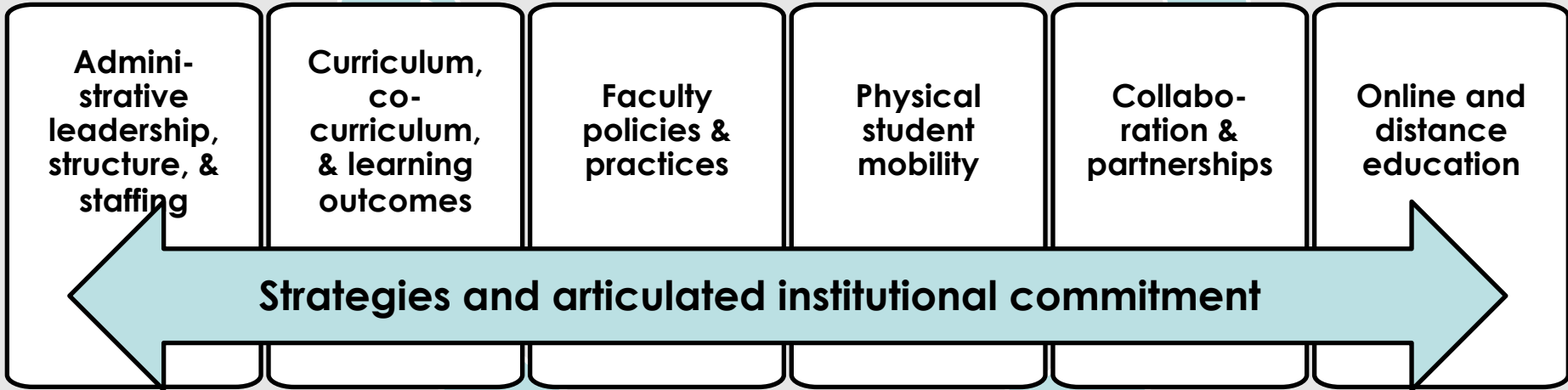


Resilience



digital literacy
infrastructure

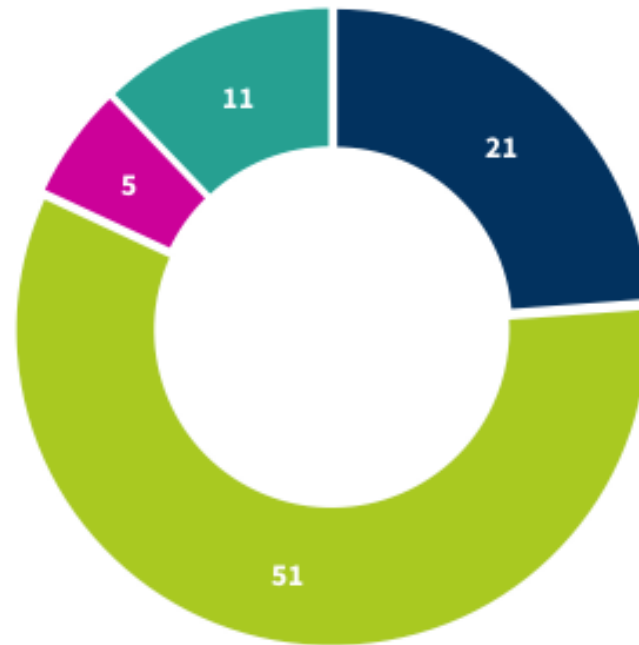
Access



Sustainability

IMPACT OF COVID-19 ON INTERNATIONALIZATION

Fig. 22: Assessment of the impact of the COVID 19 pandemic on the importance of internationalisation of higher education (in %)



- Will (strongly) gain in importance.
- Importance will hardly change.
- Will lose (much) of its importance.
- Can't say (yet).

IN CLOSING

Just as they always have, technological innovations will reveal new ways to be a globally engaged university.

*The **tools will change**, and new goals will move to the forefront, but **the case for internationalization of the university is not diminished.***

(Kinser, 2014)



*...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 et al, 2015)*

Thank you for your attention.

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