



# HERRAMIENTAS PARA LA INTERNACIONALIZACIÓN EN CASA

Claudia Bulnes  
21 de abril de 2021

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES



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- Mitos y definiciones de la internacionalización en casa
- Enfoques y fundamentos de la leC
- *Intercultureality*
- “Internationalisation compass” de THUAS
- Liderazgo distribuído - el papel de los académicos
- Modelo de programa lógico
- Instrumento de mapeo THIAH

# MITOS Y REALIDADES SOBRE LA INTERNACIONALIZACIÓN



**REALIDAD**



**MITO**

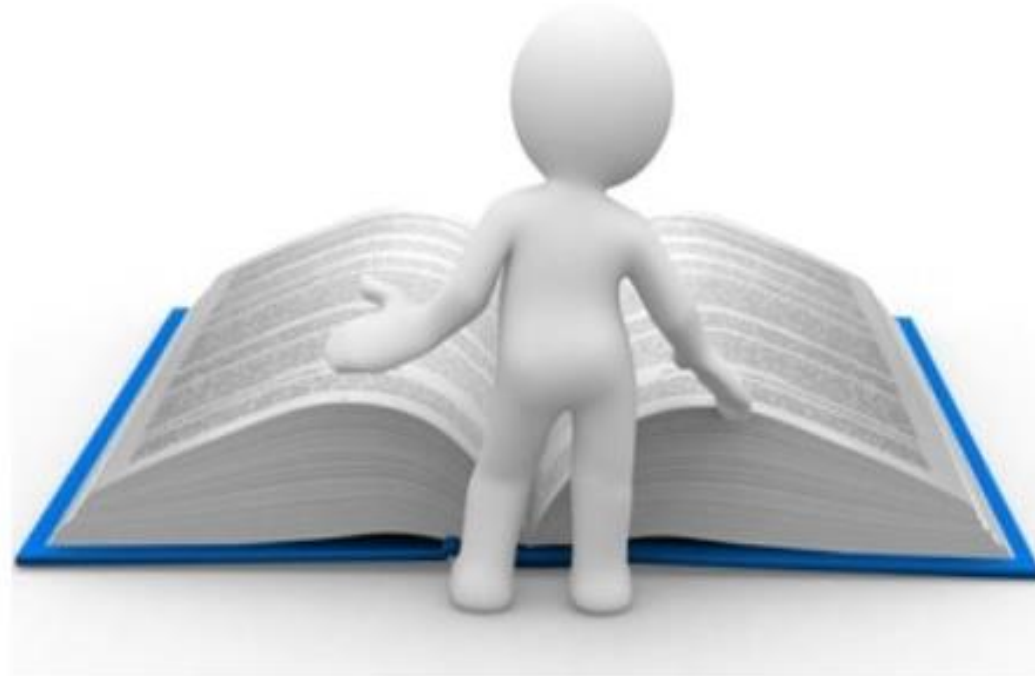
# MITOS Y REALIDADES SOBRE LA INTERNACIONALIZACIÓN



# MITOS SOBRE LA INTERNACIONALIZACIÓN

1. La internacionalización en casa es un premio de consolación para los desafortunados que no pueden viajar al extranjero
2. La internacionalización equivale a la enseñanza en inglés
3. La proximidad con aquellos que son diferentes es suficiente
4. La internacionalización por sí misma es un objetivo
5. La internacionalización es competencia exclusiva de la oficina internacional
6. La internacionalización es una adición al currículo existente
7. La internacionalización se centra en asignaturas optativas y actividades extracurriculares
8. Hay una fórmula mágica que se adapta a diferentes contextos

# TÉRMINOS Y DEFINICIONES



# DEFINICIONES

## Internacionalización en Casa (IeC = IaH)

La internacionalización en casa corresponde a la integración deliberada de las dimensiones internacionales e interculturales en el currículo formal e informal de todos los estudiantes dentro de entornos de aprendizaje domésticos.

*Jos Beelen & Elspeth Jones (2015)*



# DEFINICIONES

## Internacionalización en Casa (IeC = IaH)

La internacionalización en casa corresponde a la **integración deliberada** de las dimensiones internacionales e interculturales en el currículo formal e informal de **todos** los estudiantes dentro de entornos de aprendizaje **domésticos**.

*Jos Beelen & Elspeth Jones (2015)*

# GOLDEN CIRCLE



IDEA: SIMON SINEK

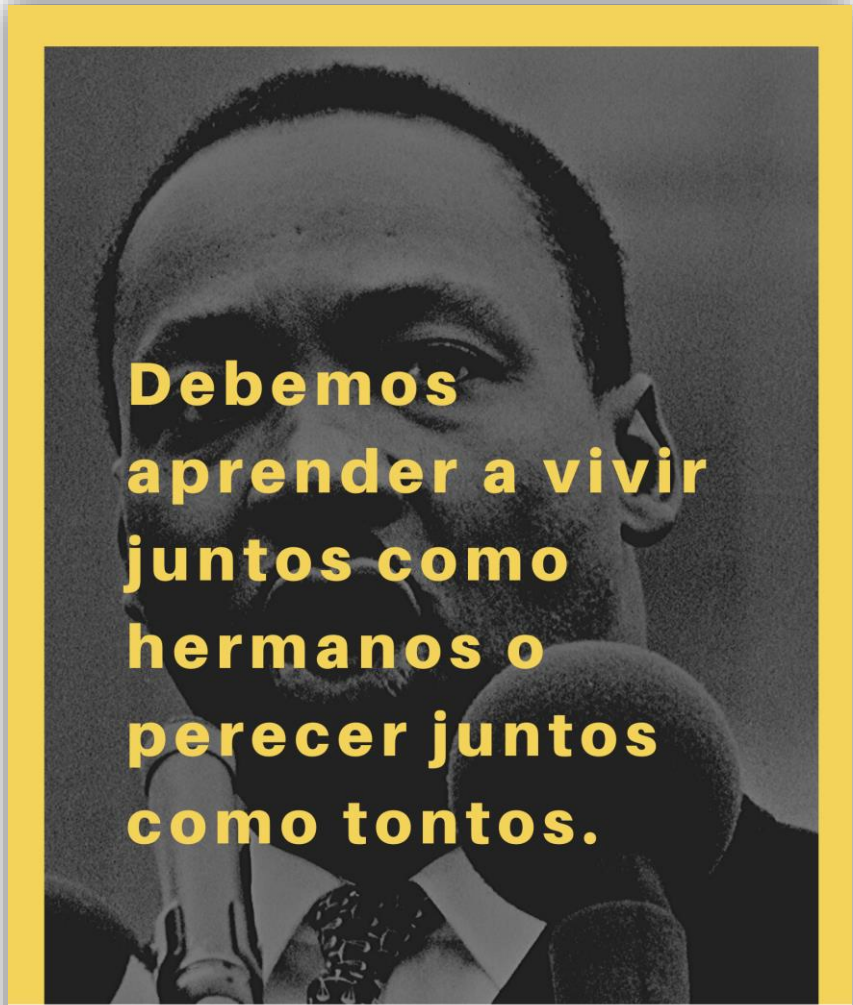
# EXPLORACIÓN DE MOTIVOS

¿POR QUÉ?

# DEFINIENDO OBJETIVOS

adaptación  
inteligencia sensibilidad  
multiculturalismo  
competencias empleabilidad  
global para intercultural  
internacional competencia conciencia  
inteligencia  
siglo intercultural  
cultural del cultural global eficacia  
intercultural transcultural XXI  
la transcultural

# DEFINIENDO OBJETIVOS

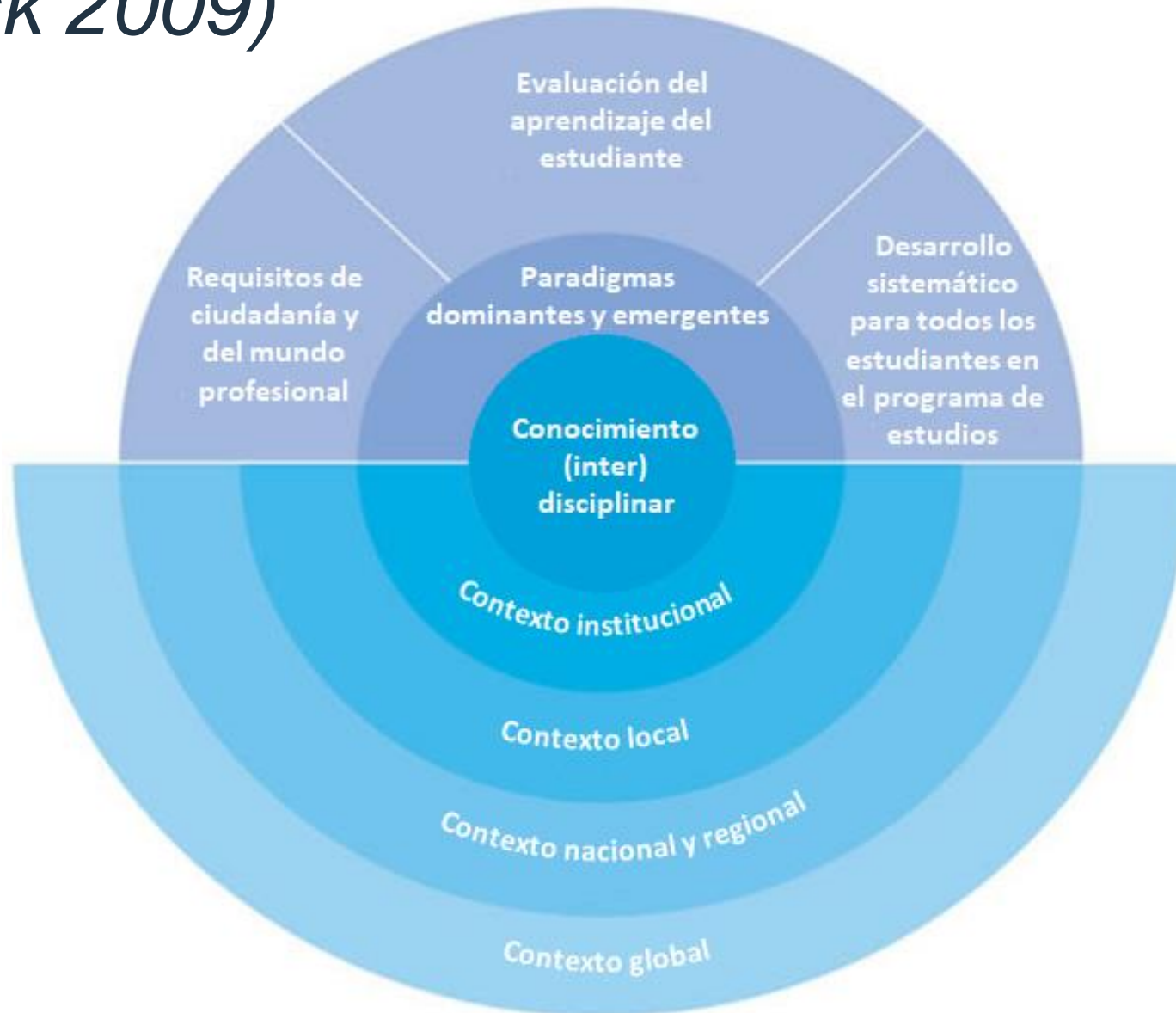


**Debemos  
aprender a vivir  
juntos como  
hermanos o  
perecer juntos  
como tontos.**

MARTIN LUTHER KING

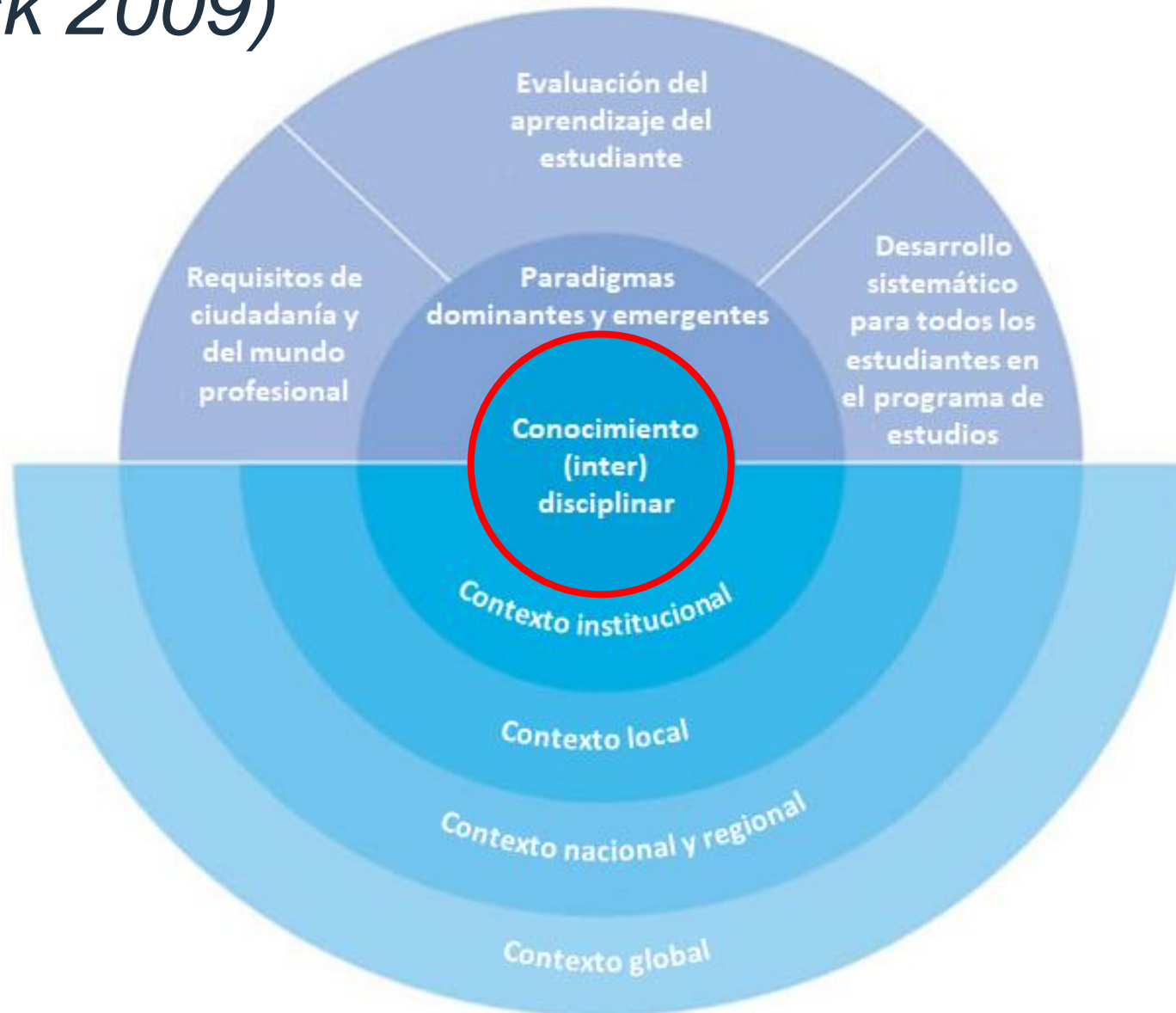
# MARCO CONCEPTUAL PARA LA IdC

(Leask 2009)

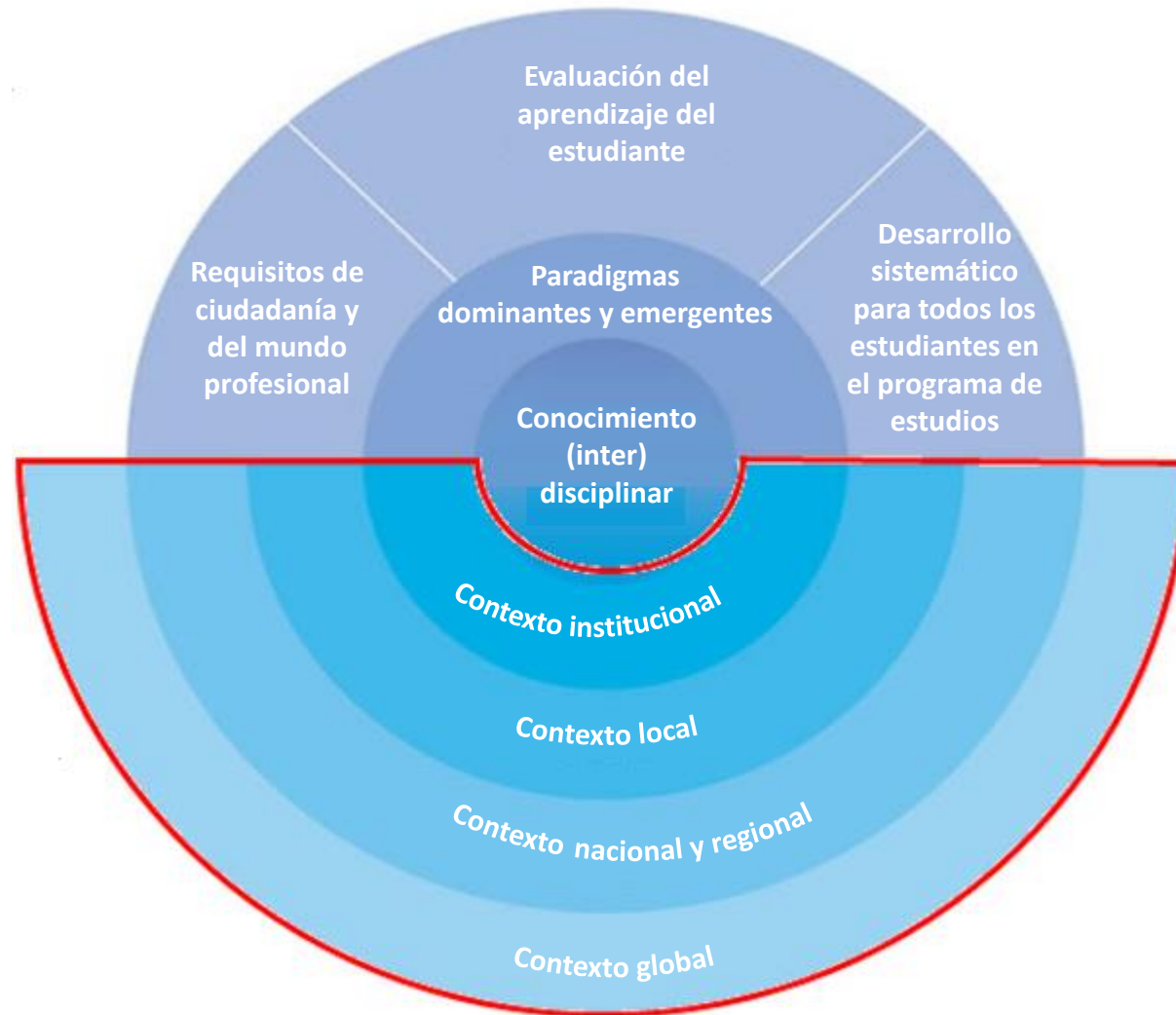


# MARCO CONCEPTUAL PARA LA IdC

(Leask 2009)

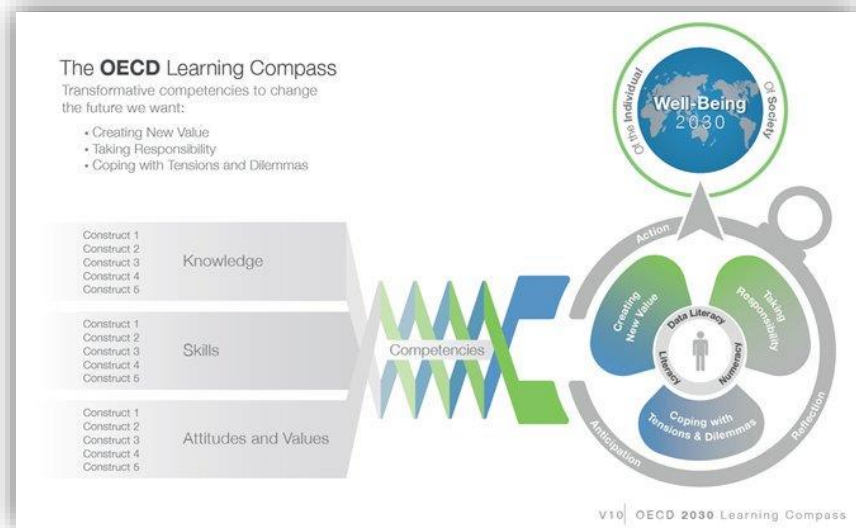


# EL CONTEXTO





# CONTEXTO GLOBAL



## Habilidades para el trabajo del futuro

1. Pensamiento analítico e innovación
2. Aprendizaje activo
3. Creatividad, originalidad e iniciativa
4. Diseño tecnológico y programación
5. Pensamiento crítico
6. Resolución de problemas complejos
7. Liderazgo e influencia social
8. Inteligencia emocional
9. Razonamiento y conceptualización
10. Análisis de evaluación y sistemas

Adaptado de *Future of Jobs report 2018*, World Economic Forum

# ALCANZANDO EL 100%

## EL PRAGMATISMO DE LA IeC

Élite cultural (5%) - movilidad  
Alternativa no móvil (95%)

Currículo internacionalizado para todos los estudiantes (100%)  
Movilidad internacional (5%)



# HERRAMIENTAS



# Internationalisation model of *Intercultureality*

**Formal Curriculum**



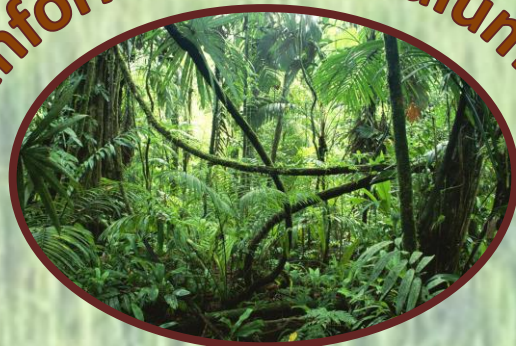
**pedagogy**



**Student Experience**



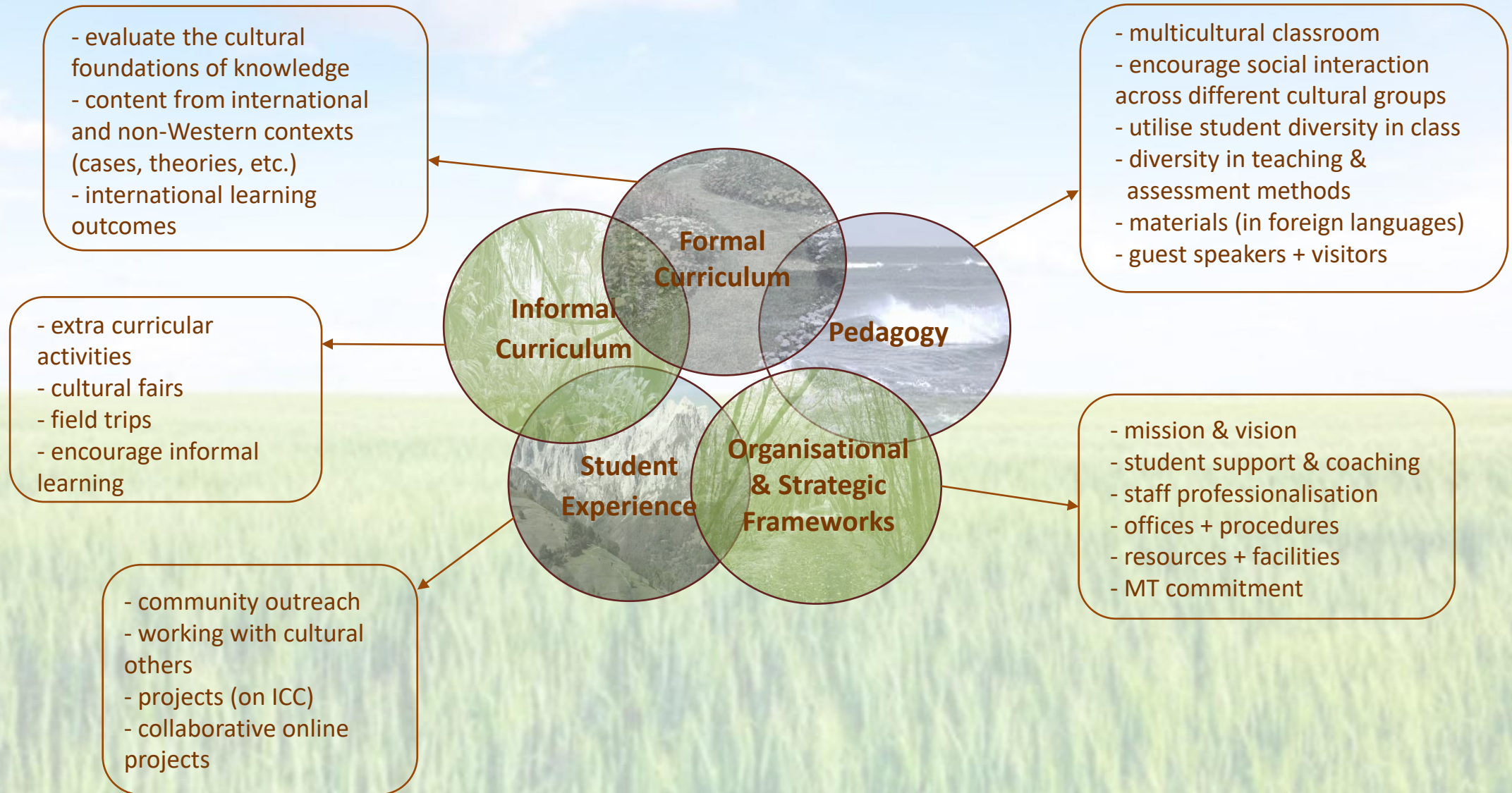
**Informal Curriculum**



**Organisational & Strategic Frameworks**



# Internationalisation model of *Interculturality*



# THE HAGUE UNIVERSITY INTERNATIONALISATION COMPASS



# THE HAGUE UNIVERSITY INTERNATIONALISATION COMPASS

## THUAS Compass: Critical elements of Internationalisation

### 1. Rationale and policy or strategy for internationalisation

- An effective and comprehensive policy or strategy for internationalisation linked to the university's vision and values is clearly communicated.
- Is understood by academics and support staff at all levels across the institution as well as academic committee, the Governing Body and external stakeholders.

### 2. Governance, leadership and management

- Importance and relevance of internationalisation is recognised by the Supervisory and Executive Board and all management, and demonstrated as such across the institution
- Explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes
- Key areas to include are positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities

### 3. Internationalisation of the formal curriculum for all students

- University-wide strategy is translated to internationalized curricula and learning outcomes across the institution – global perspectives and intercultural communication
- Content, pedagogy, assessment processes and graduate outcomes
- Varied international mobility opportunities support the internationalised curriculum e.g. academic study abroad, work placement, group study tours, international volunteering and service learning, demonstrably linked to the desired internationalized learning outcomes and curricula
- Intercultural learning opportunities in multicultural classrooms, within the local community and during internships in multicultural workplaces
- Build international reputation in the field of applied research.

### 4. International campus culture and informal curriculum for all students

- An international and multicultural campus culture is evident, well established within the international region of The Hague, including student union clubs, societies and informal gatherings
- Forms the basis of the informal curriculum for all students
- International aspects of university life are celebrated regularly through events, displays and activities which support internationalisation at home
- Students are trained to make full use of the international campus culture to deepen their intercultural competencies

### 5. Student diversity

- Vibrant diverse international and multicultural student community as active participants in (off) campus life.
- Students valued for the way in which they enrich the classroom and campus culture.

### 6. Guidance and support for students outside the classroom

- Effective systems and services provide support to support internationalisation, including language and intercultural competence development
- Promoting and encouraging internationalisation for all students
- Language, cross cultural capability, academic support, relevant advisory and counselling services

### 10. Monitoring, reflection, evaluation and review

- Body or individual with overarching responsibility for internationalisation incorporated within management structures
- Report regularly on progress
- Benchmarking of performance
- Continuous enhancement of internationalisation activities and strategy through feedback, reflection and evaluation processes
- Revisions to policy and practice

### 9. Resources follow strategy

- Resource allocation and the engagement of management to ensure that the commitment to integrated internationalisation can be delivered
- Travel and human resources policies support international activities, education and research
- Dedicate support to build and maintain combined partnerships (triple helix)
- Consistent internal and external communication of positioning and strategy

### 8. Meaningful, broad and deep international partnerships

- Well-maintained and fully utilized (inter)national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organisations and public service organisations.
- Be the leading university in Triple helix (partnerships of universities, industry and government), both in practice and in research, to create innovation and build on global citizenship.



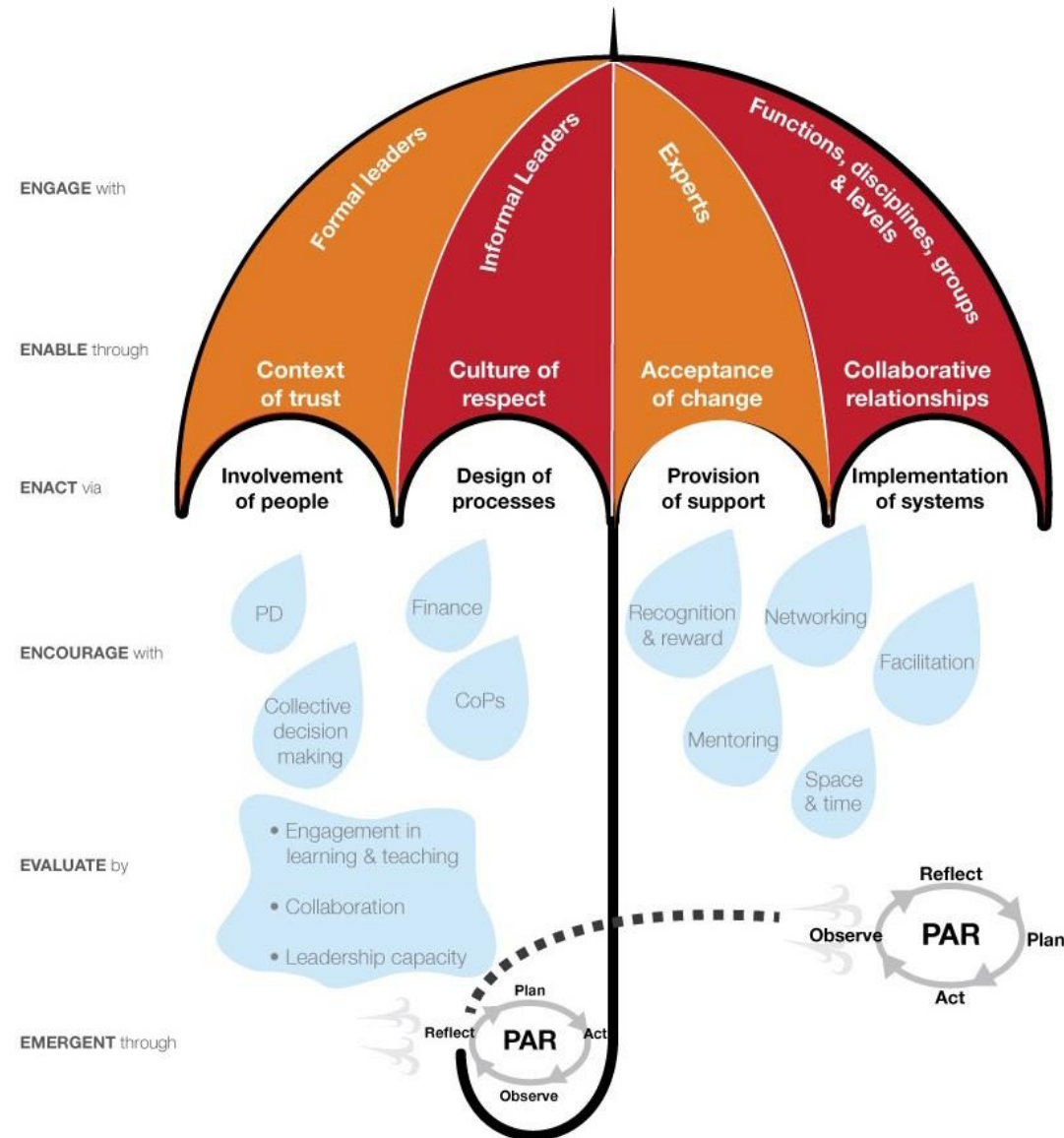
# IeC PARA ALCANZAR EL 100%

## RESPONDABILIDAD COMPARTIDA

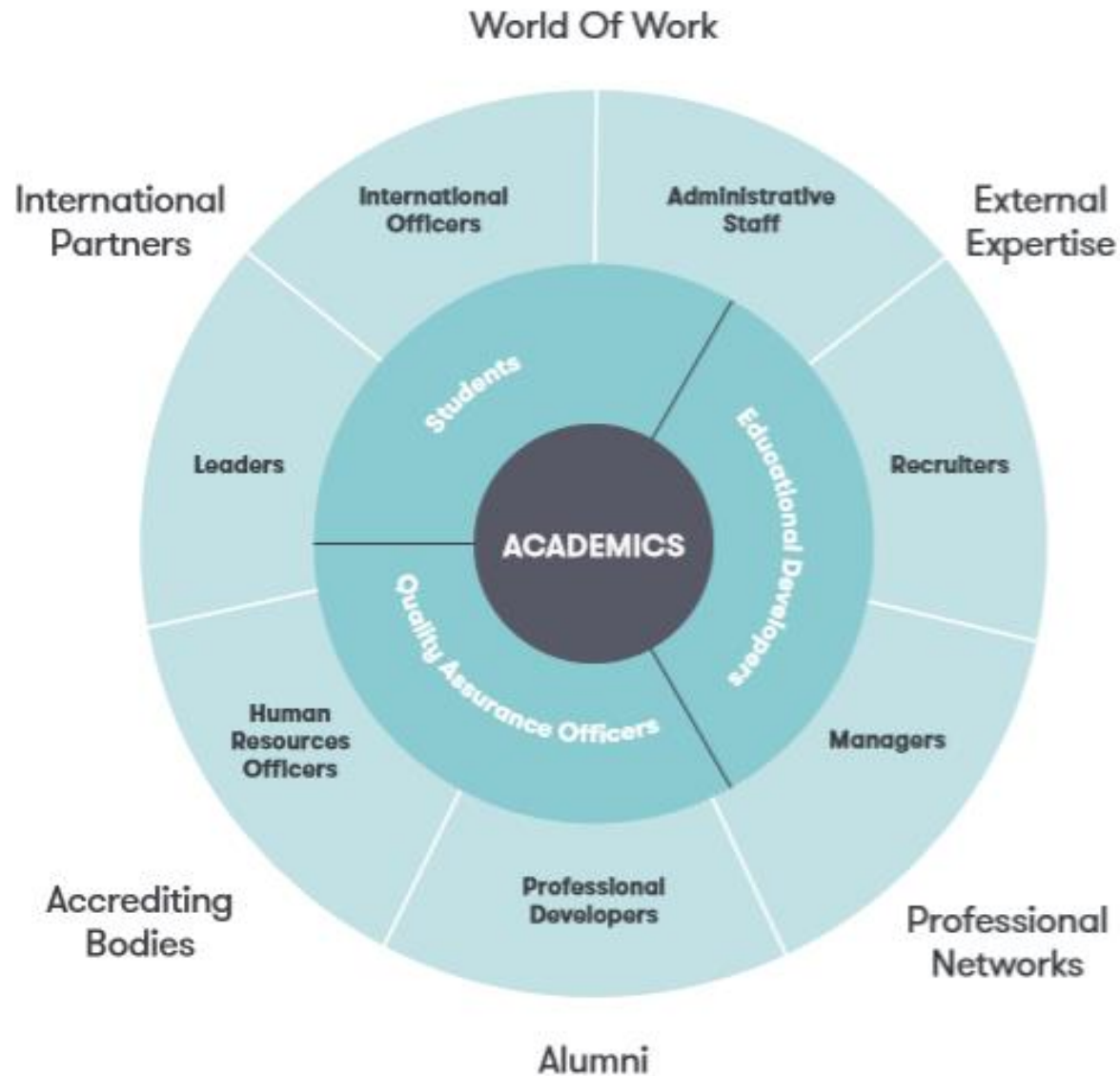




# LIDERAZGO DISTRIBUIDO



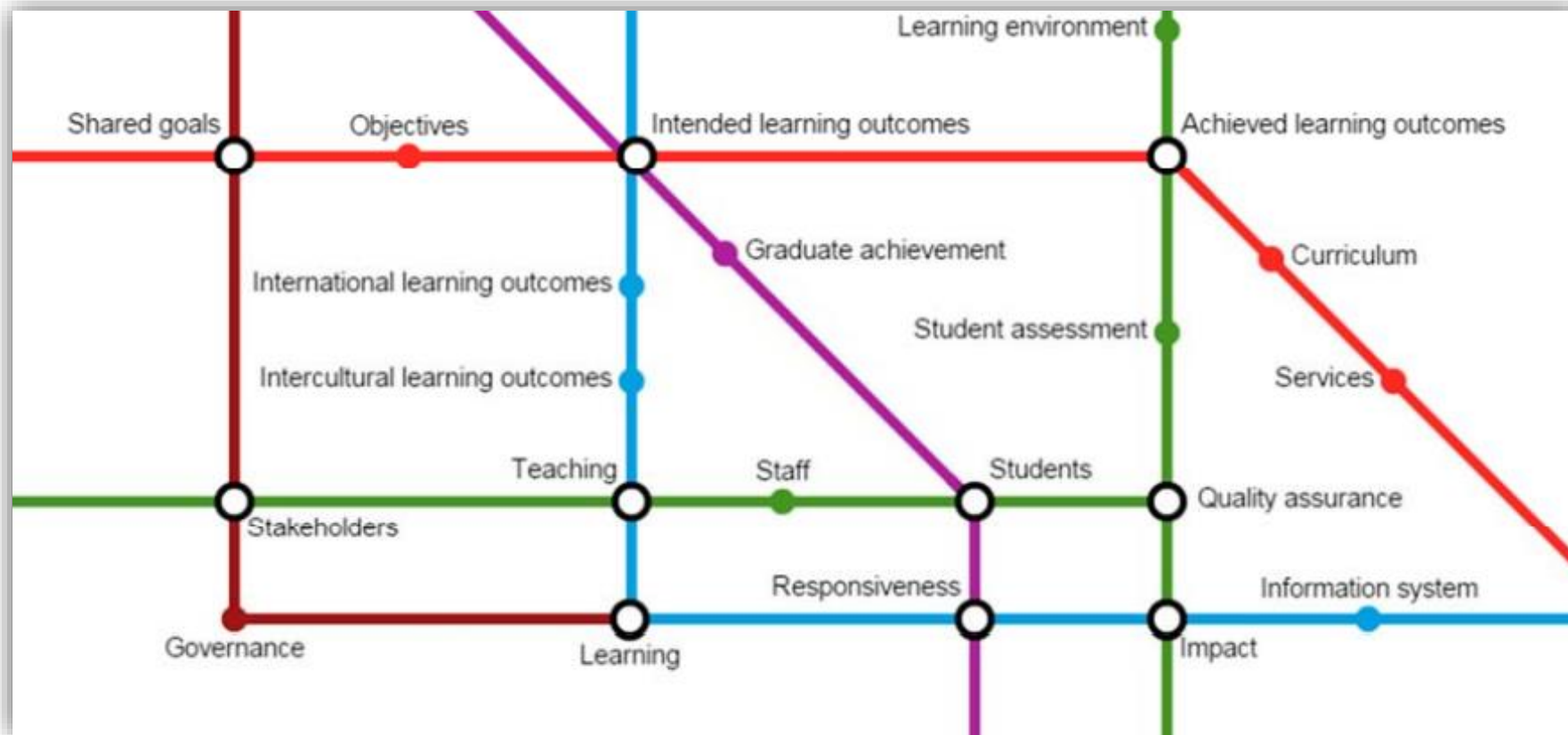
# STAKEHOLDERS IN IaH



# PAPEL CLAVE DE LOS ACADÉMICOS

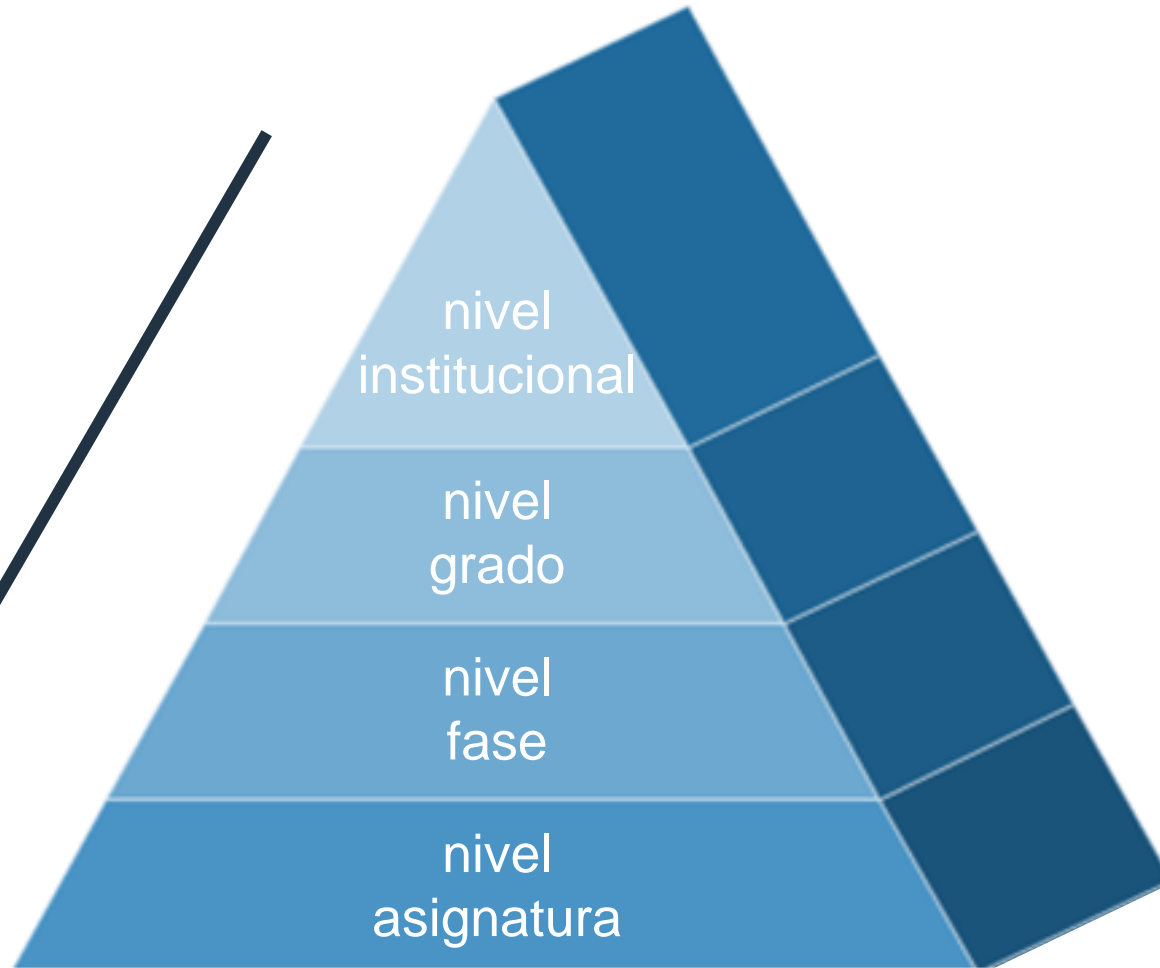


# LA INTERNACIONALIZACIÓN EN EL DISEÑO CURRICULAR

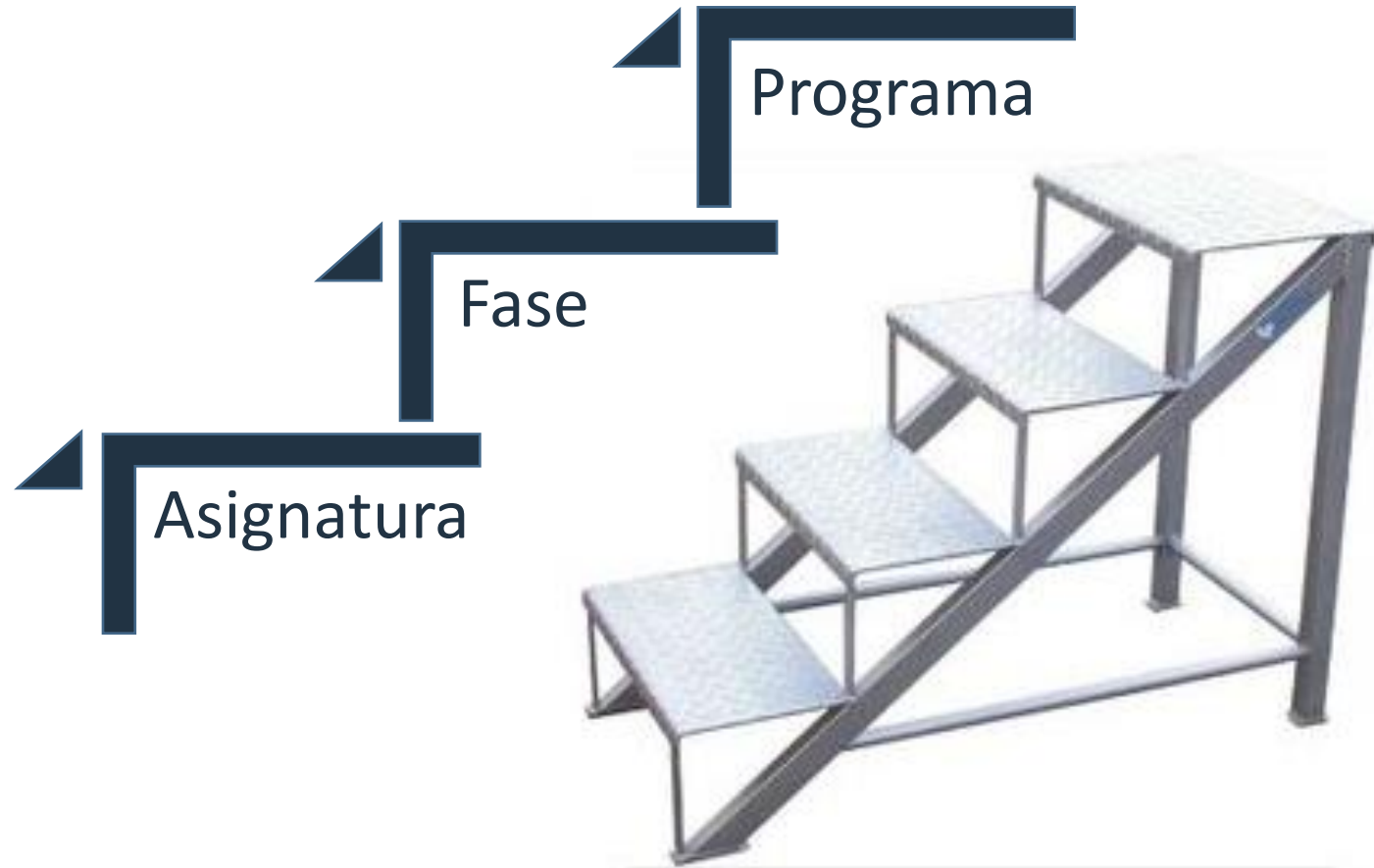


# LA PIRÁMIDE CURRICULAR

resultados de  
aprendizaje  
cada vez más  
específicos

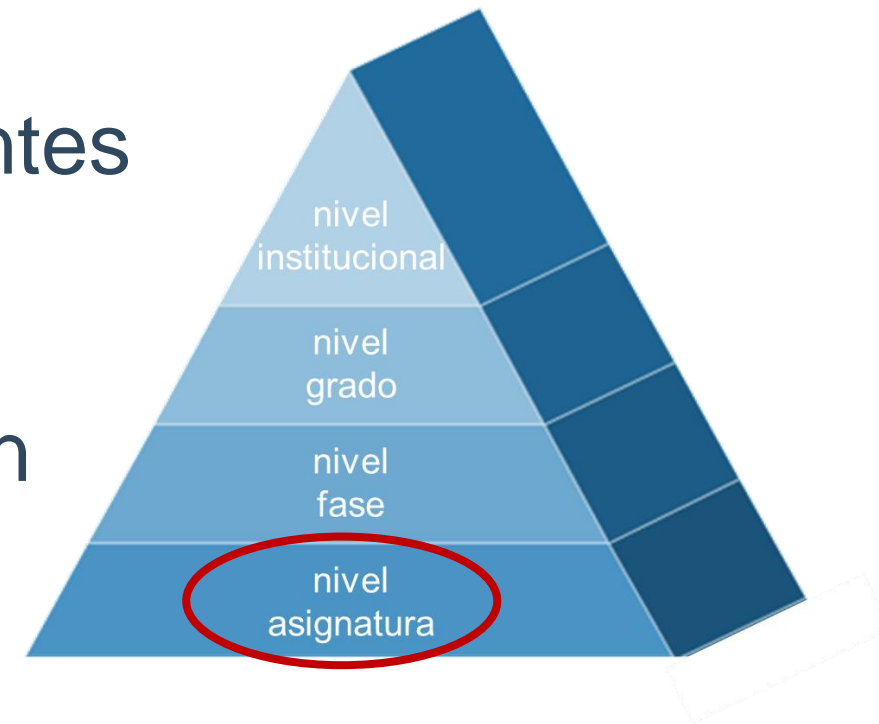


# ANDAMIAJE DEL APRENDIZAJE



# INTERNACIONALIZACIÓN DE RESULTADOS DE APRENDIZAJE EN LAS ASIGNATURAS

- Resultados de aprendizaje existentes
- De lo implícito a lo explícito
- Estrategias de internacionalización



# EJEMPLOS

Resultado de aprendizaje original	Resultado de aprendizaje modificado
El estudiante debe ser capaz de... diseñar e implementar un instrumento de recolección de datos	El estudiante debe ser capaz de... diseñar e implementar un instrumento de recolección de datos <b>que tenga en cuenta la diversidad del grupo meta</b>

Adaptado de: *Graduate Attributes and the Internationalized Curriculum Embedding a Global Outlook in Disciplinary Learning Outcomes*, Jones & Killick 2013



# EJEMPLOS

Resultado de aprendizaje original	Resultado de aprendizaje modificado
El estudiante debe ser capaz de...	El estudiante debe ser capaz de...
demostrar conocimiento de la gama de cuestiones profesionales, éticas y legales relevantes en el entorno profesional de la disciplina.	demostrar conocimiento de la gama de cuestiones profesionales, éticas y legales relevantes en el entorno profesional <b>global</b> de la disciplina.

Adaptado de: *Graduate Attributes and the Internationalized Curriculum Embedding a Global Outlook in Disciplinary Learning Outcomes*, Jones & Killick 2013

# EJEMPLOS

Resultado de aprendizaje original	Resultado de aprendizaje modificado
El estudiante debe ser capaz de...	El estudiante debe ser capaz de...
analizar oportunidades de mercado en el entorno empresarial internacional	analizar oportunidades de mercado <b>en dos entornos</b> empresariales internacionales <b>contrastantes</b>

Adaptado de: *Graduate Attributes and the Internationalized Curriculum Embedding a Global Outlook in Disciplinary Learning Outcomes*, Jones & Killick 2013



# ESTRATEGIAS PARA LA INTERNACIONALIZACIÓN DE LA ASIGNATURA

## ESTRATEGIAS PARA LA INTERNACIONALIZACIÓN DE LA ASIGNATURA

ENTRADAS	ACTIVIDADES	PRODUCTOS	RESULTADOS	IMPACTO

© Claudia Bulnes & Eveke de Louw – Adaptado de Programme Logic Game

# ESTRATEGIAS PARA LA INTERNACIONALIZACIÓN DE LA ASIGNATURA

ENTRADAS

¿Qué ofrecemos a nuestros estudiantes?

ACTIVIDADES

¿Qué hacen nuestros estudiantes?

PRODUCTOS

¿Qué entregan nuestros estudiantes?

RESULTADOS

¿Qué esperamos de nuestros estudiantes?

IMPACTO

¿Cuál es el impacto a largo plazo en nuestros estudiantes?

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# ESTRATEGIAS PARA LA INTERNACIONALIZACIÓN DE LA ASIGNATURA

ENTRADAS	ACTIVIDADES	PRODUCTOS	RESULTADOS	IMPACTO	
Casuísticas internacionales	Grupos multiculturales	Estudio bibliográfico - diferentes perspectivas	<b>Habilidades lingüísticas</b> - Escribir un texto en L2 - Hablar una L2 - Comprender textos orales y escritos en L2	Desarrollo de aspectos específicos de ciudadanía global	
Literatura de contextos internacionales	Simulaciones y juegos de rol	Análisis comparativo de teorías/prácticas internacionales	<b>Competencia intercultural</b> - autoconocimiento cultural - flexibilidad cultural - resiliencia cultural - conocimiento cultural - conectividad - competencia comunicativa - gestión de conflicto cultural múltiples perspectivas	Relación con objetivos estratégicos de la institución universitaria	
Profesores invitados internacionales	Entrevistas con expertos internacionales	Diario de aprendizaje cultural		Impacto social a largo plazo	
Materiales auténticos en otras lenguas	Visitas a organizaciones internacionales	Análisis de país(es) específico(s)	<b>Compromiso global</b> - orientación internacional - formación de opinión propia sobre temas internacionales - mostrar involucración social		
	Investigación de campo en comunidad local	Impacto de tendencias y prácticas internacionales en el contexto local		<b>Desarrollo personal</b> - funcionar independientemente - autoconfianza - actitud flexible - investigar perspectivas - demostrar creatividad - clara idea de futuro - gestión de situaciones estresantes	
	Colaboración virtual internacional	Producto oral/escrito en L2			
	Voluntariado	Presentación para un público multicultural			
	Análisis de perspectivas internacionales				

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ENTRADAS	ACTIVIDADES	PRODUCTOS	RESULTADOS	IMPACTO
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Literatura de contextos internacionales	Simulaciones y juegos de rol	Análisis comparativo de teorías/prácticas internacionales	<b>Competencia intercultural</b> - autoconocimiento cultural - flexibilidad cultural - resiliencia cultural - conocimiento cultural - conectividad - competencia comunicativa - gestión de conflicto cultural múltiples perspectivas	Relación con objetivos estratégicos de la institución universitaria
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	Investigación de campo en comunidad local	Impacto de tendencias y prácticas internacionales en el contexto local		<b>Desarrollo personal</b> - funcionar independientemente - autoconfianza - actitud flexible - investigar perspectivas - demostrar creatividad - clara idea de futuro - gestión de situaciones estresantes
	<b>Colaboración virtual internacional</b>	Producto oral/escrito en L2		
	Voluntariado	Presentación para un público multicultural		
	Análisis de perspectivas internacionales			

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# VIRTUAL COLLABORATION



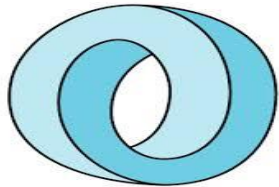
Collaborative Online International Learning



# COIL O COLABORACIÓN VIRTUAL



Collaborative: peer to peer experiential learning with a focus on working together (team skills)



Online: learning how to work in a remote team and manage virtual tools in a professional manner



International: cross cultural learning by bringing the world into your classroom, offering non mobile students an international experience



Learning: enhancing existing curriculum with virtual collaboration and learning from peers around the world

A. Course content	
A1	Are there programme elements* that include the international comparison of a subject, using topics such as: International Comparative Education, International Comparative Management, etc.?
A2	Are there programme elements* that focus on a global or international subject such as SDG's, global health studies, European law, etc.?
A3	Are there programme elements* that use international/foreign case studies?
A4	Are there programme elements* that cover cross cultural/ intercultural communication, skills or collaboration? Does your programme have an online collaborative project whereby your students interact with students from another country?
A5	If yes, do(es) the project(s) focus on: a. Subject content b. Cultural learning c. Both
A6	Are there programme elements* that focus on a particular country or region outside of your country?
A7	Are there programme elements* that include activities with international companies and/or organisations? Such as guest lectures, site visits, etc.
A8	Does your programme offer international work placements in your country? Are there programme elements* that include international project assignments: Are they international because:
A9	a. The assignment comes from an international company and/or organisation (based in your country and/or abroad) b. The assignment is about conducting international comparative research c. The project group is composed of different nationalities. d. A mix of the above
A10	Are there programme elements* that include development cooperation/capacity building projects with developing countries?
A11	Are there programme elements* that include community outreach in the local environment (cultural others, underrepresented groups)?
A12	Do you offer an international week/summer/winter school for students at programme level?

B. Mobility embedded in curriculum	
B1	Are there programme elements* that include study trips abroad as an integrated part of the module for all participating students?
B2	Is the development of international and/or intercultural competence explicitly part of the assessment/evaluation of students' experiences abroad (semester exchange and/or work placement abroad and/or study trip abroad)?
B3	Does the programme have a guided trajectory for students going on exchange and/or work placement abroad and/or a study trip abroad? Such as pre, on site and post.

C. Languages	
C1	Does the programme offer English language courses for students?
C2	Does the programme offer other foreign language courses besides English to students?
C3	Does the programme offer local language courses for international/exchange students?

\* Programme elements: modules, assignments, projects, etc.

D. Pedagogy/teaching	
D1	Do lecturers use foreign literature in their modules (regardless of language)? If yes, do lecturers use literature from non-western sources?
D2	Do lecturers use literature in different foreign languages in their modules to accommodate the diversity in their students?
D3	Do lecturers use other internationally-oriented materials such as videos from across the world?
D4	Are there programme elements* that have an international classroom setting? Do lecturers explicitly use local knowledge and experience from their students with different cultural backgrounds (international, migration background, biculturality)? Do they do this in:
D5	d. readings e. assignments (e.g. presentation, essay) f. classroom discussions g. a combination of the above
D6	Does the programme organize group work in class with mixed groups? (e.g. home, international, diverse backgrounds).
D7	Do lecturers offer facilitation of intercultural learning in group work/projects? Such as guided reflection, coaching, supporting workshops.
D8	Are there programme elements* that include shared supervision of students with lecturers from external institutions abroad? Such as thesis supervision, online collaboration or supervision of international projects.

E. Language of instruction	
E1	Are there programme elements* that are taught in English and that are not English language courses?
E2	Are there programme elements* that are taught in other foreign languages (not English) that are not foreign language courses?

F. Staff composition	
F1	Does the programme have any lecturers from abroad?
F2	Does the programme have any visiting international guest lecturers?
F3	Does the programme use live-streamed/recorded lectures from lecturers abroad?

G. Learning outcomes	
G1	Are there programme elements* that have explicitly formulated international and/or intercultural learning outcomes?
G2	Does the programme have explicitly formulated international and/or intercultural learning outcomes at graduate level?

H. Informal curriculum	
H1	Does the programme have buddy programmes to connect domestic and international students (language, intercultural exchange, social)? Does the programme organise events and festivals aimed at celebrating:
H2	a. Languages b. Cultures c. Religions d. A combination of the above
H3	Does the programme organise events and festivals aimed at involving the local community?
H4	Does the programme organise extracurricular activities with international companies and/or organisations?
H5	Does the programme's study association organise international/intercultural events (if existing)?



# THIAH

THE HAGUE  
INTERNATIONALISATION AT HOME  
MAPPING TOOL

- A. Course content**
- B. Mobility embedded in curriculum**
- C. Languages**
- D. Pedagogy/teaching**
- E. Language of instruction**
- F. Staff composition**
- G. Learning outcomes**
- H. Informal curriculum**

# ¡GRACIAS!



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