PUSHING BOUNDARIES THROUGH BORDERLESS EDUCATION-THE POWER OF INTERNATIONALISATION AT HOME (IAH)

PREPARING FOR THE CHANGING CONTEXT OF HIGHER EDUCATION IN IRELAND





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BACKGROUND CONTEXT

In Irish third-level education, traditionally, a small minority of students have benefited from an international mobility experience as part of their studies through international exchanges, Erasmus programmes etc. Ireland has a low student mobility rate, with approximately 4 percent of all students having taken part in a temporary study period abroad since they first entered higher education (HEA, 2023).

THE PROBLEM

The primary emphasis of internationalisation in Ireland has been on attracting international students and promoting student mobility. As a result, only 4% of graduates from Irish Higher Education Institutions (HEIs) are equipped with the global experiences and competencies essential for thriving in today's world of work.

THE GAP

The International Education Strategy for Ireland (2016-2020), developed by the Irish Government's Department of Further and Higher Education, Research, Innovation and Science, emphasises the significance of Internationalisation at Home (IaH) as a solution to the aforementioned issue. However, an analysis of the available literature and institutional websites suggests a dearth of research on the implementation of laH in the context of higher education in Ireland.

THE SOLUTION

onalisation at Home (IaH) seeks to provide international and intercultural learning to most students who cannot take advantage of the mobility opportunities Yold due to socio-economic, physical, or personal circumstances or a lack of interest or awareness about IaH, defined as 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen & Jones, 2015).

laH enables academic staff to embed internationalised experiences into programmes in modules/ assessments that facilitate consideration of different cultures and nationalities. With IaH, international offices in HEIs could embed credit-bearing and non-credit-bearing activities and initiatives that would expose and sensitise students to other cultures (such as the celebration of festivals, international week conformations). The conformation of students to other cultures (such as the celebration of festivals, international week, conferences etc.). The senior management at Irish HEIs would ensure laH is embedded in curricula and HEI activities. This would benefit students and staff by contributing to successful graduate outcomes such as building multicultural competencies in students required by the industry.

CENTRAL AIM OF THE RESEARCH

百古 To create a framework for laH in the Irish higher education context that helps HEls in Ireland to foster the embedding of a culture of internationalisation into the curriculum.

To Draw on the findings that have investigated the challenges and opportunities presented by the participants in this study.

RESEARCH OBJECTIVES

To carry out focus groups with students and individual semi-structured interviews with the academic staff, academic managers, international officers, senior managers, and stakeholder organisations in higher education in order to explore, classify and discuss their experiences and perspectives of laH and how it is or could be implemented.

Conduct an analysis of policy and procedures in Irish HEIs and internationally in relation to IaH that could impact institutional strategy and national policy in relation to the TU sector and higher education more broadly.

To make recommendations as to how HEIs can embed a culture of laH within their curriculum.

To propose a framework for laH that helps HEls in Ireland to foster the embedding of a culture of internationalisation into the curriculum.

METHODOLOGY

This study will be conducted in the interpretivist paradigm based on the transferability and generalisation of new knowledge created.









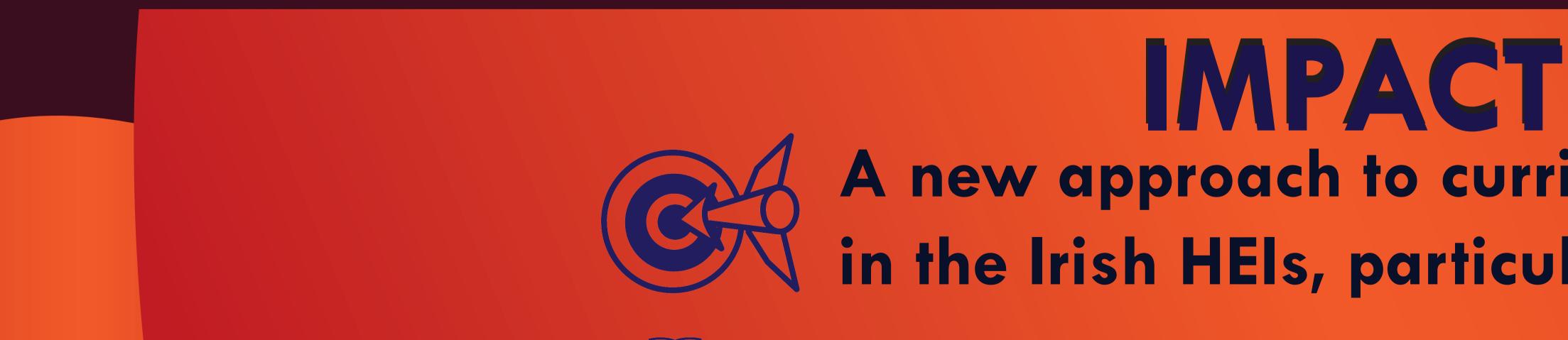






A qualitative approach to data collection will be adopted using focus groups and semi-structured interviews.

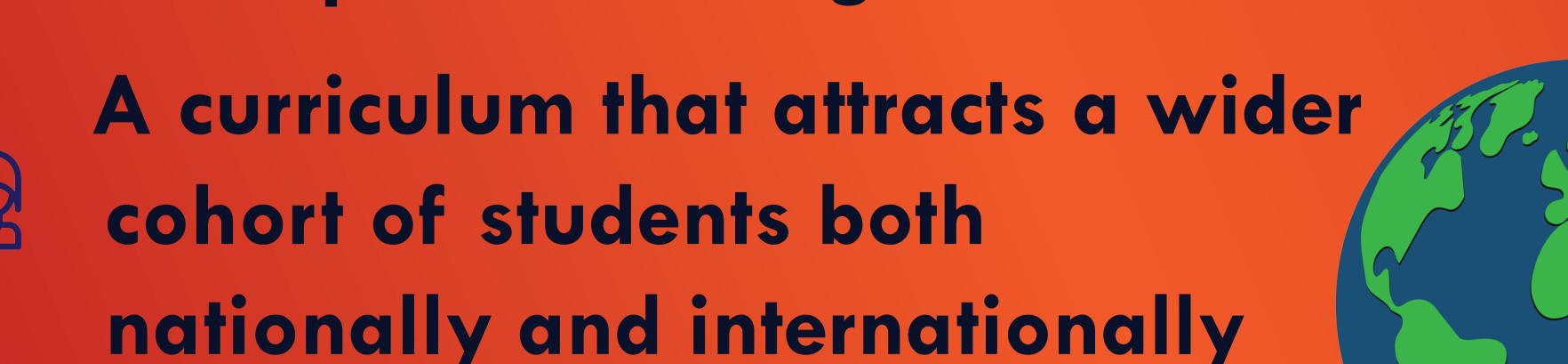




A new approach to curriculum design in the Irish HEIs, particularly TUs/IoTs











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