Internationalisation and the Development of Global Graduates: Insights from the Global Education Profiler (GEP)

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WARWICK
APPLIED LINGUISTICS

GE-P
GLOBAL EDUCATION
PROFILER

Introduction: What constitutes an internationalised university?

True or false?

A. The more diverse our body of students and staff, the more internationalised we are.

True or false?

B. The more international/diverse our campus, the better is our students' study experience.

True or false?

C. Student satisfaction is an indicator of successful internationalisation.

Introduction

➢ How do league tables measure internationalisation?

➢ How do these criteria match with our answers to the True and False questions?

Internationalisation Ranking Criteria

Parameters	Organisation		
	THE	QS	U-Multirank
Composition: international students	✓	✓	
Composition: international staff	✓	✓	✓
Composition: international diversity		✓	
Incoming & outgoing student mobility		✓	✓
International student support (religious facilities)		✓	
International joint publications	✓	✓	✓

Internationalisation & integration

"simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the <u>inclusion of international students in communities and classes</u>."

British Council

Integration of international students:
A UK perspective

2014

Internationalisation & integration

➢ **Why is integration important for fostering 'global graduate' skills & qualities?**

■ For the answer, we need to understand how growth in intercultural competence takes place.

Developing 'Global Graduate' skills and qualities

Developing Global Graduate skills

➢ What elements foster growth?

➢ According to the Global People Growth model, there are two key elements:

- Contexts needed for growth
- Routes that facilitate growth

Contexts for Growth → Routes to Growth → Manifestations of Growth

Global People Growth Model

MOTIVATION/ ATTITUDES FOR GROWTH

EXPERIENCES OF DIFFERENCE

COPING PROCESS

LEARNING PROCESS

IC COMMUNICATION SKILLS

IC RAPPORT SKILLS

IC KNOWLEDGE
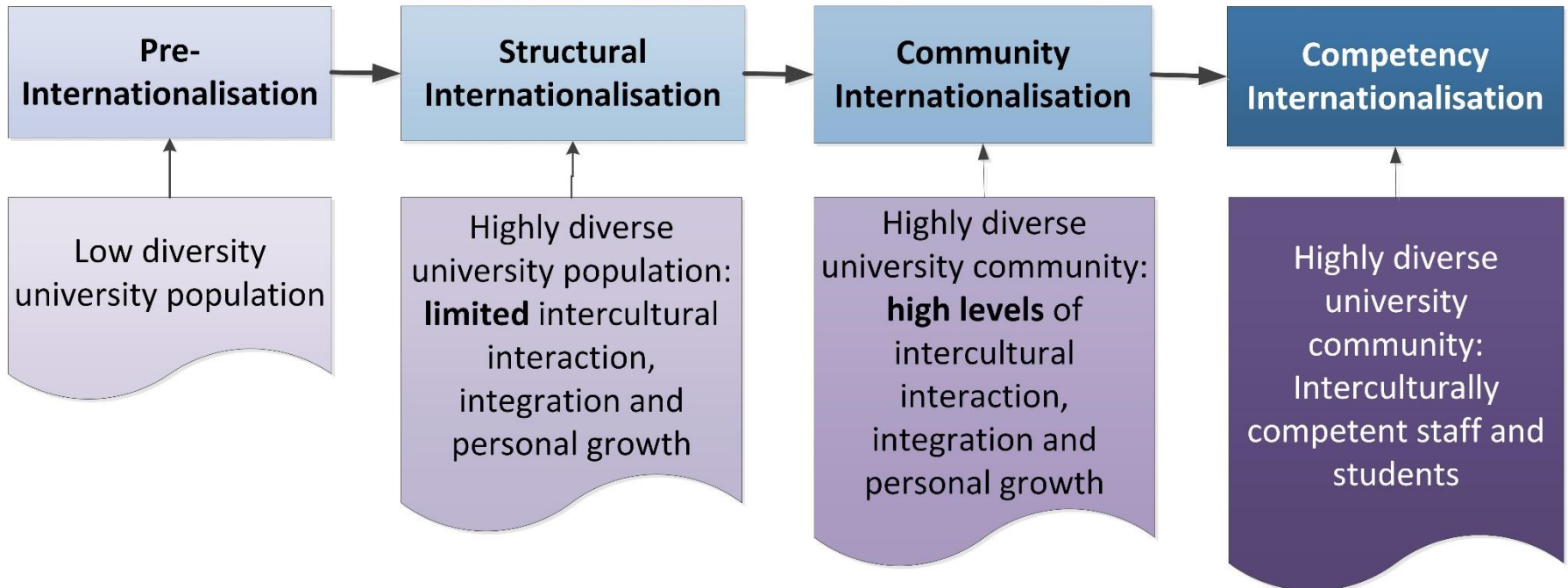
IC QUALITIES

Internationalisation & integration

Experiencing difference/moving out of comfort zone is critically important

Many types of opportunities; e.g.

- Study abroad

- Volunteering

- Work placements …

- Mixing with people from diverse backgrounds, socially and academically, is a very important element. i.e. **student integration**

Stages of Internationalising HEIs

## Stages of Internationalisation

Pre-Internationalisation	Structural Internationalisation	Community Internationalisation	Competency Internationalisation
Low diversity university population	Highly diverse university population: **limited** intercultural interaction, integration and personal growth	Highly diverse university community: **high levels** of intercultural interaction, integration and personal growth	Highly diverse university community: Interculturally competent staff and students

Internationalisation & integration

Experiencing difference

➢ How integrated are our student communities?

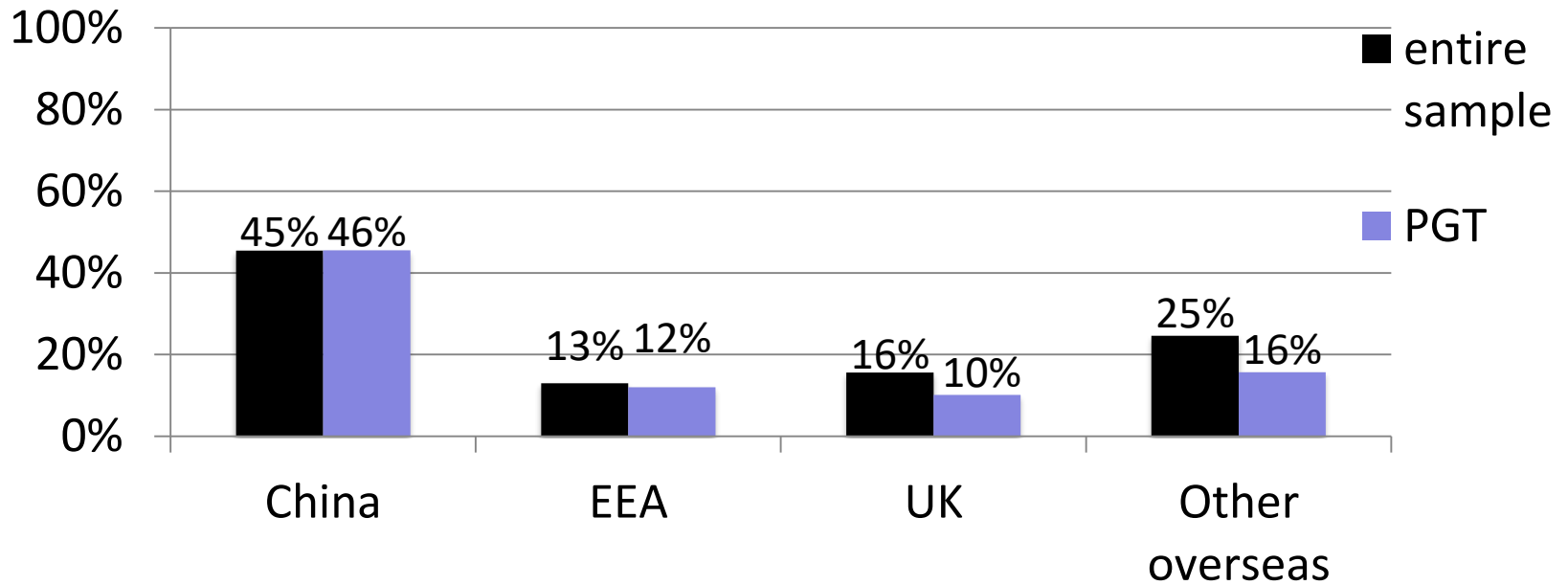# Social mixing (Warwick ISB/SB)

▶ Satisfaction with making friends
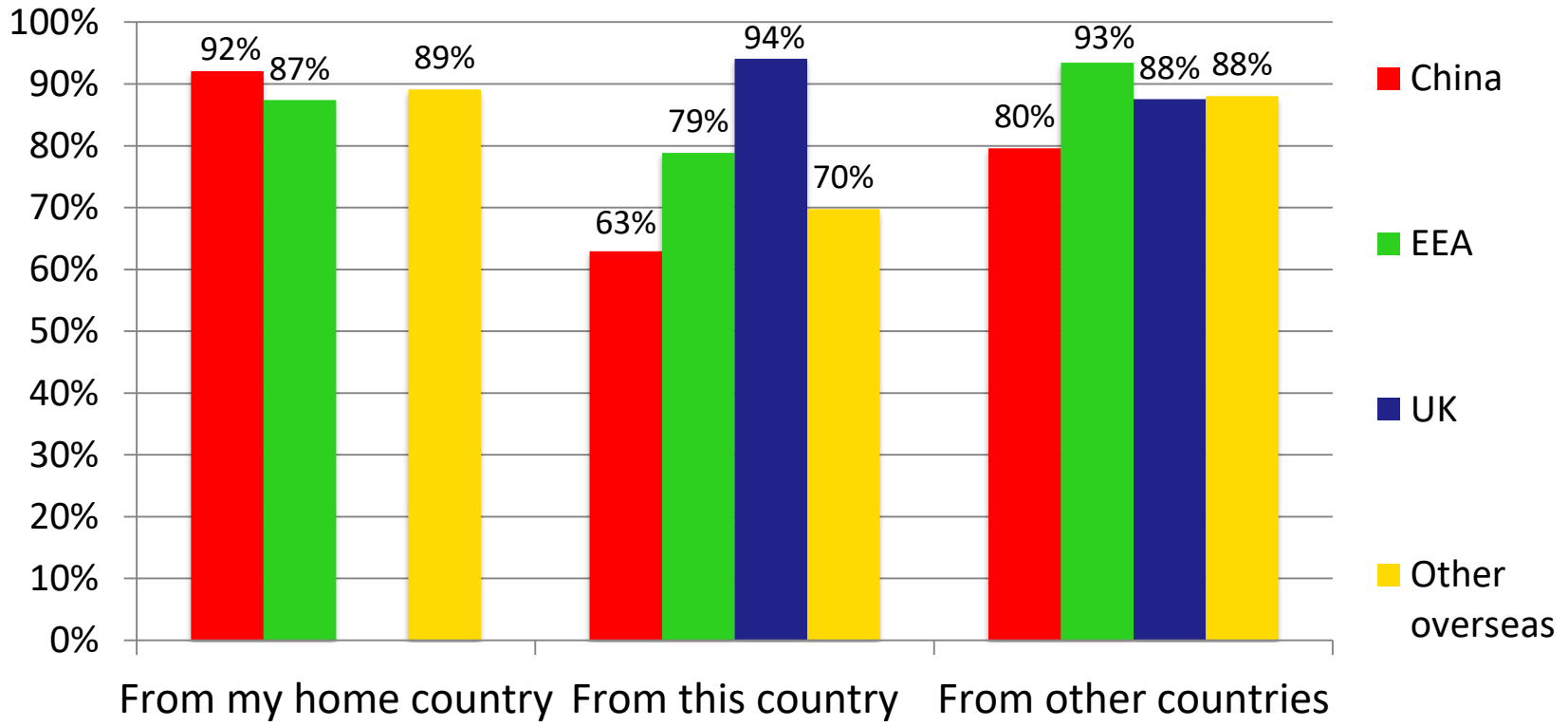
Social mixing (Warwick ISB/SB)
(additional item)

I find it difficult to socialise with people who are from different countries

How can we develop a strategic plan for GG skills growth?

Needs analysis

➢ Development of 'Global Graduates' entails more than social mixing;

■ We've developed the **Global Education Profiler (GEP)** to help probe a range of aspects, each in greater depth than the ISB/SB.

■ Now licensed to i-Graduate.

Measuring internationalisation

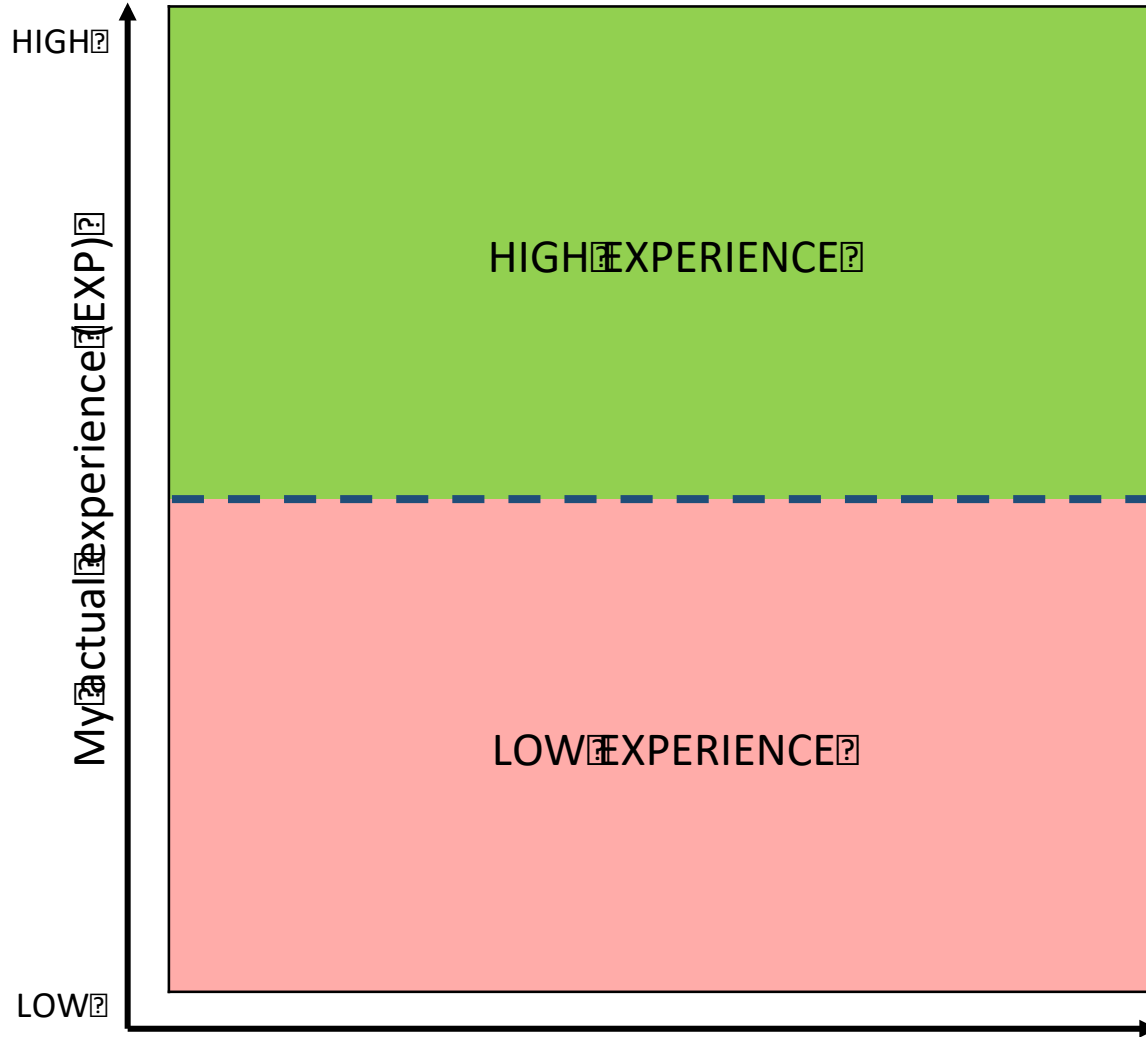|	Traditional	GEP
Composition: International students	✓	
Composition: International staff	✓	
Incoming & outgoing student mobility	✓	
International student support	✓	
International joint projects	✓	
Social integration		✓
Academic integration		✓
Communication skills		✓
Foreign language skills		✓
Global graduate skills & support		✓

Needs analysis

What does the GEP offer?

- Respondents rate items in two ways: Importance and Actual experience.

- Identifies students' **aspirations** for integration and for developing 'Global Graduate' skills;

- Identifies students' **actual experiences** of integration, opportunities and support for developing 'Global Graduate' skills;

- Shows the **gap** between the two;

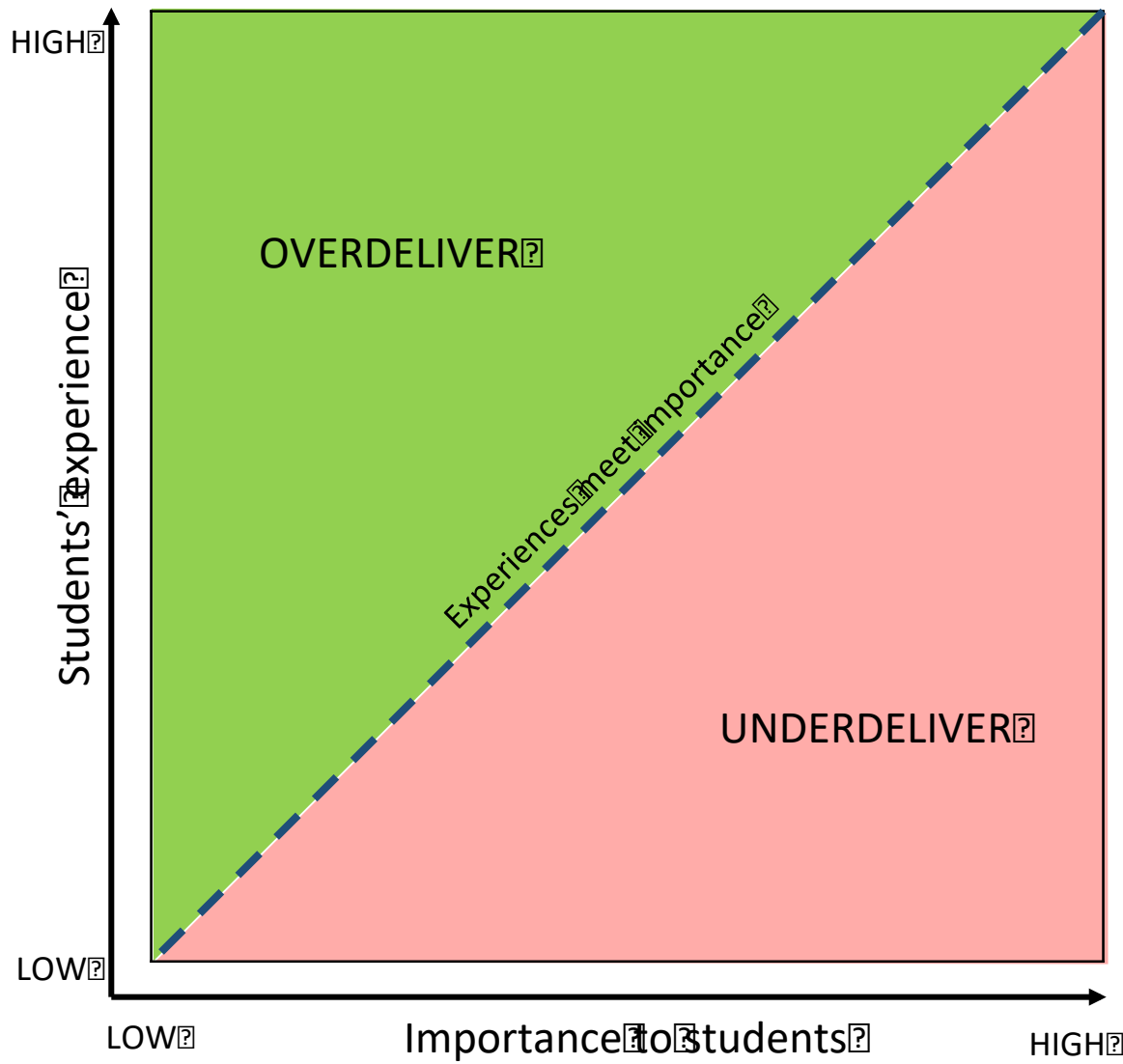- Provides vital information for strategic planning for internationalisation.
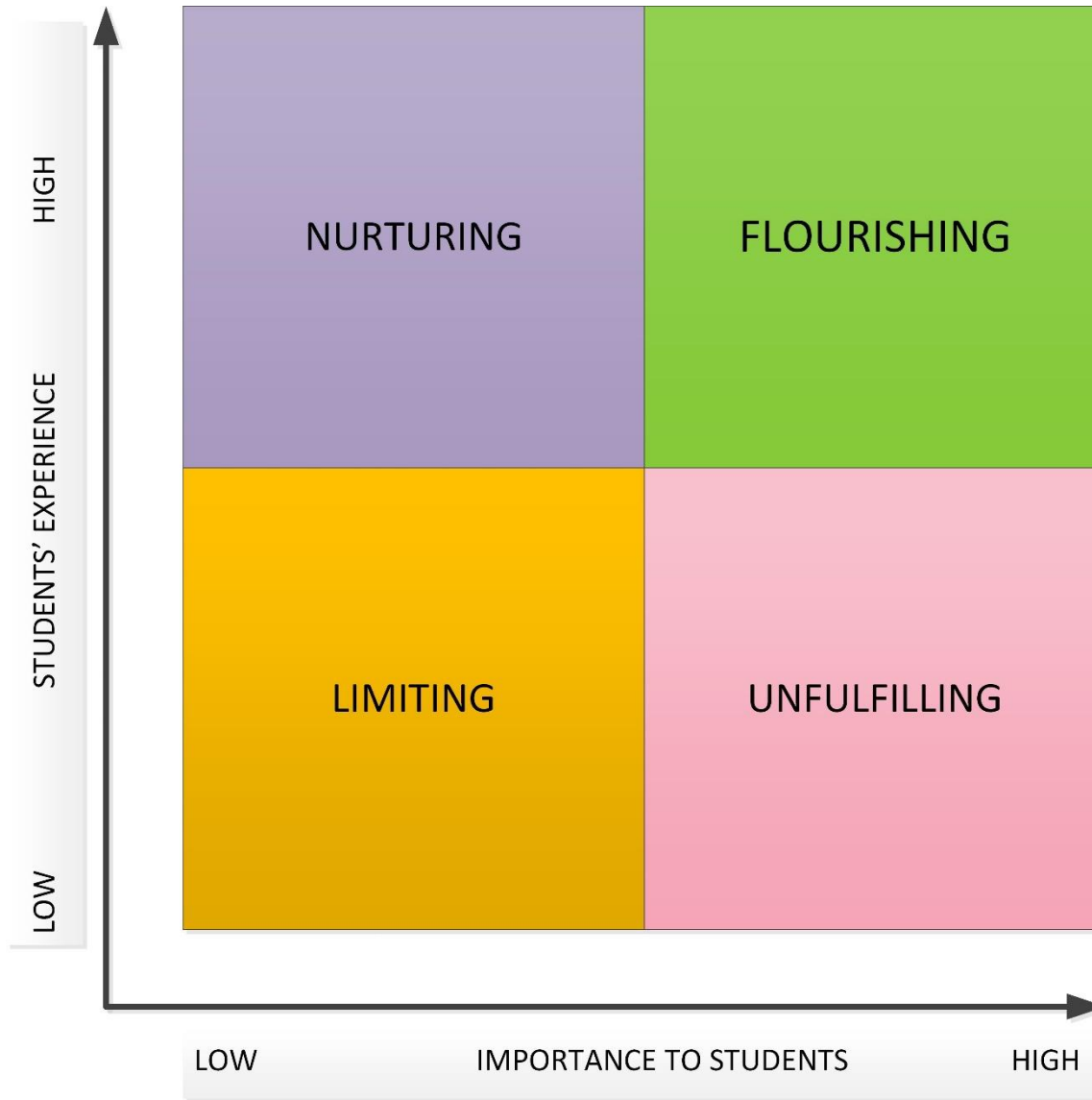
GEP: The GAP matrix

LOW
IMPORTANCE

HIGH
IMPORTANCE

LOW   Importance to me (IMP)   HIGH

GEP: The GAP matrix

HIGH

My actual experience (EXP)

HIGH EXPERIENCE

LOW EXPERIENCE

LOW

GEP: The GAP matrix

HIGH

Students' experience

OVERDELIVER

Experiences meet importance

UNDERDELIVER

LOW

LOW   Importance to students   HIGH
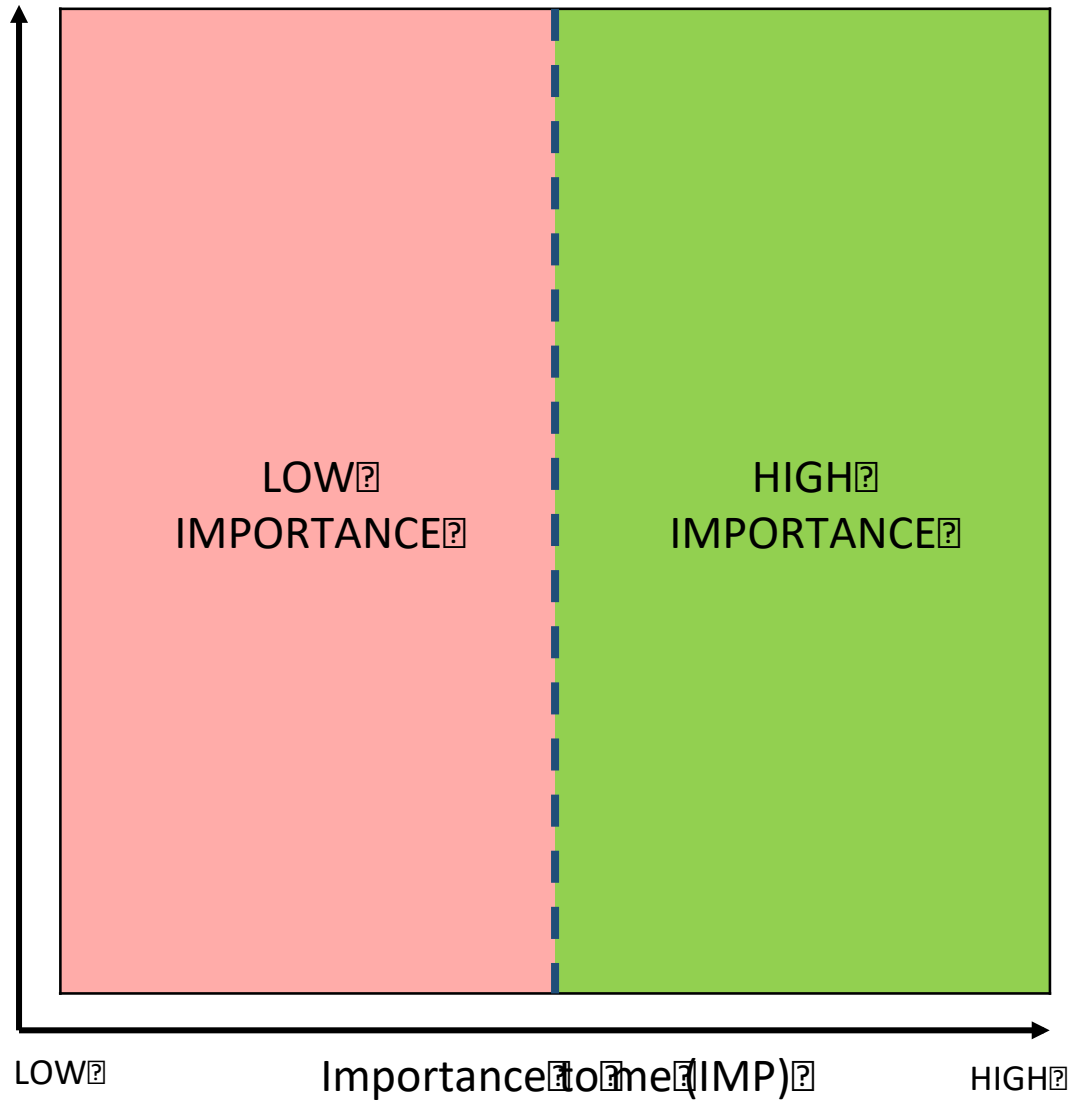
45° diagonal line = zero gap

Further information

- Dashboard with data from about 4000 students from 7 universities in 5 countries available here:

www.warwick.ac.uk/gep

   – Quantitative data

   – Open comments

- GEP available from i-Graduate

Insights from the GEP: A Case Study

Case study background

University in Continental Europe:

- Strong international outlook;
- Courses taught in English;
- 359 respondents taking 4 year integrated masters in Engineering Technology;
- Intercultural skills very important to them for employability reasons;
- Strategic timing – half-way through the 4 year course.

GAP Analysis: Communication Skills (CS)
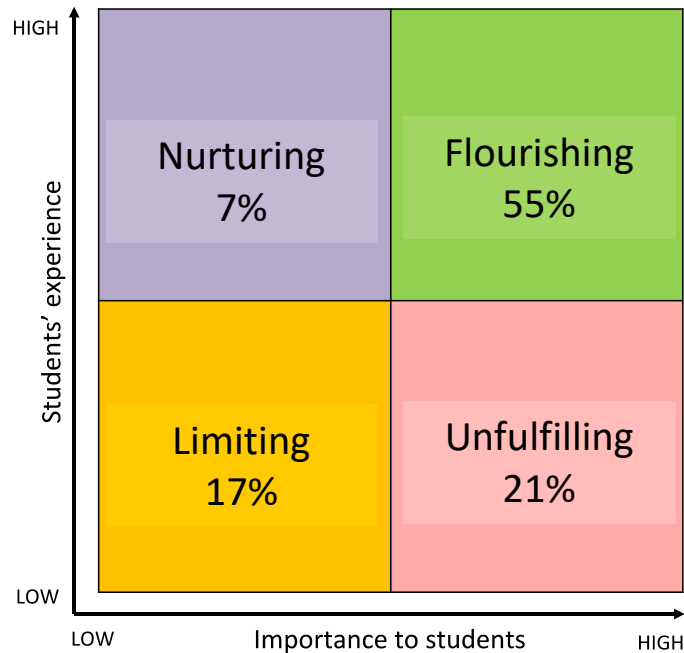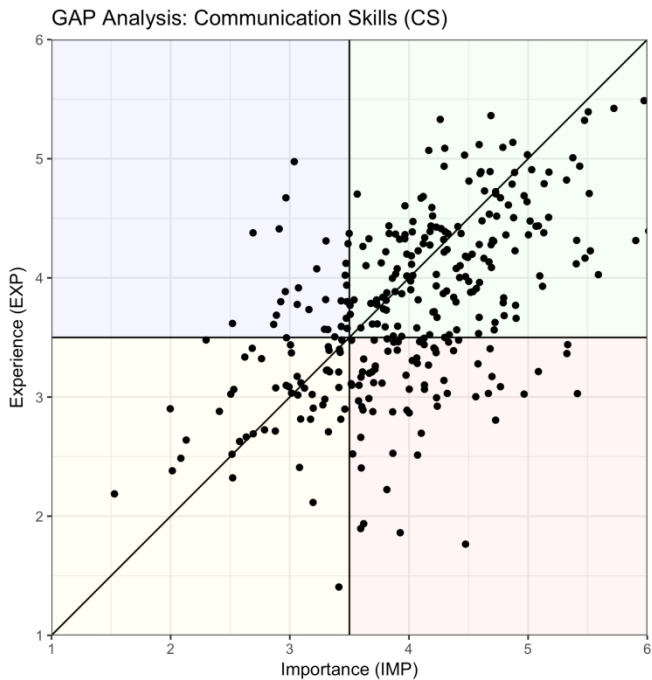
Trimeans:
IMP: 4.03 *(4.78)*
EXP: 3.76 *(4.15)*

GAP: -0.27 *(-0.62)*

Items rated as the most important

- I am getting better at explaining my ideas clearly to others (CS)

- I am developing the communication skills I need for working in global contexts (CS)

- If I don't understand what someone says, I find ways of clarifying what I mean (CS)
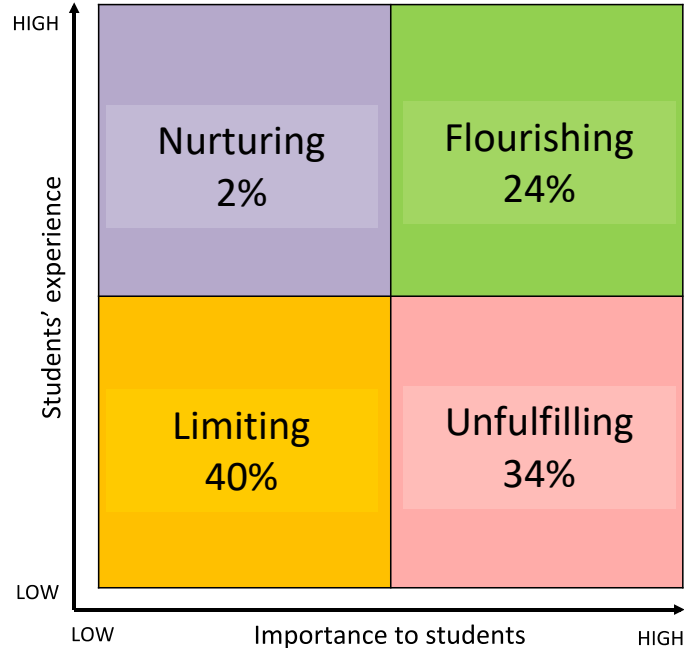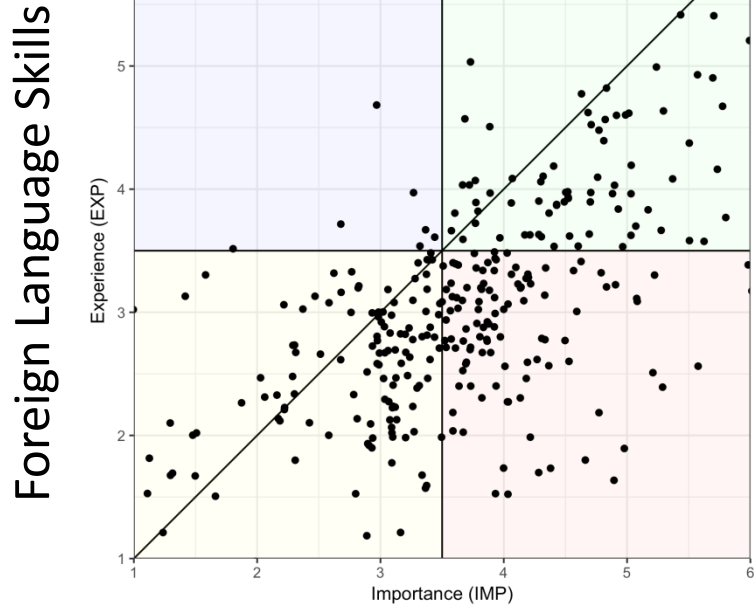
Strategic interpretation (CS)

- Reassuring – communication is distinctive feature of the programme
  - ✓ Specific module on communication each term and also woven into all modules;
  - ✓ Students are responding positively to it.
- Plans for curriculum reform (from a higher level) are putting communication modules under threat.
  - ✓ This finding indicates they'd be unwise to make such changes.

Strategic interpretation (CS)

❖ **For follow up**: (Analyse open comments for insights)

> ➤ What is it about the communication element that students particularly appreciate?

> ➤ How can the experience be further improved?

> ➤ Reconsider the curriculum reform plans.

GAP Analysis: Foreign Language Skills (LS)

Foreign Language Skills

Experience (EXP)

Importance (IMP)

HIGH — Students' experience — LOW

LOW — Importance to students — HIGH

Nurturing 2%

Flourishing 24%

Limiting 40%

Unfulfilling 34%

Trimeans:
IMP: 3.70 *(4.62)*
EXP: 3.00 *(3.48)*

GAP: -0.70 *(-0.62)*

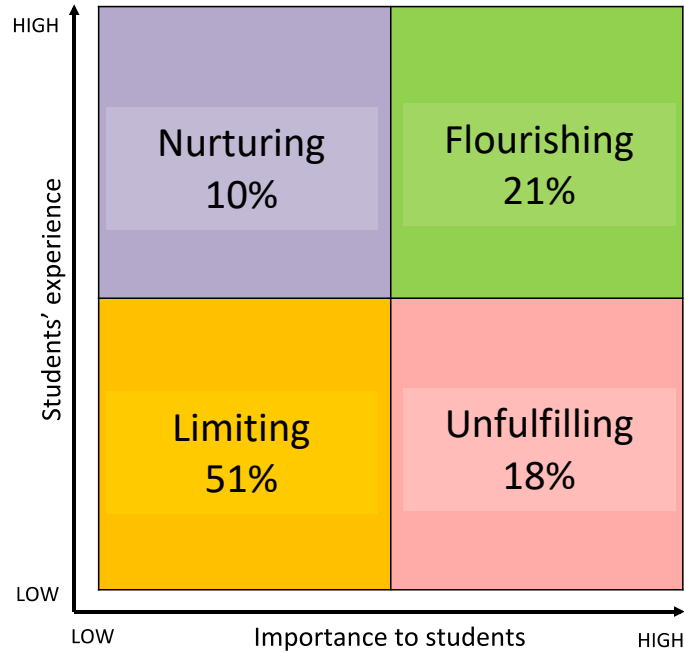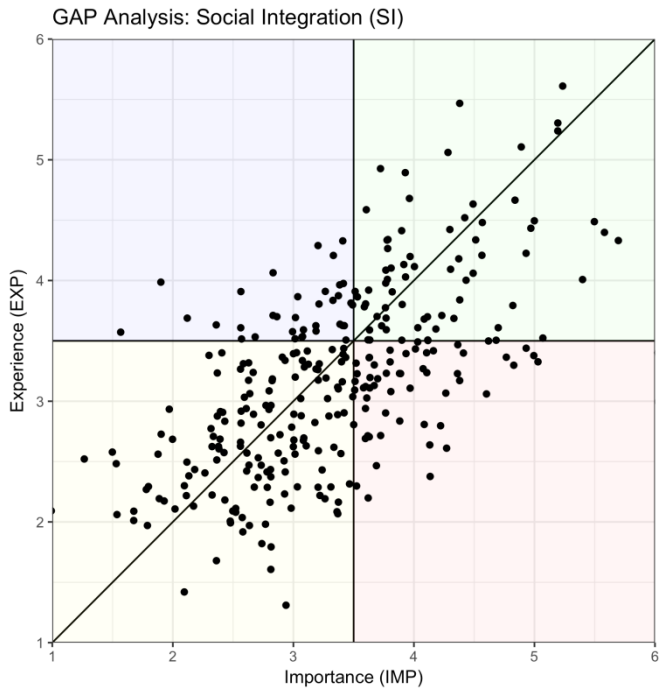**Items with largest gap between aspiration and experience**

- I regularly spend time with fluent speakers of the foreign language I am learning (LS)

- I have been given helpful tips on strategies for foreign language learning (LS)

- The university provides good opportunities for me to learn the foreign language of my choice (LS)
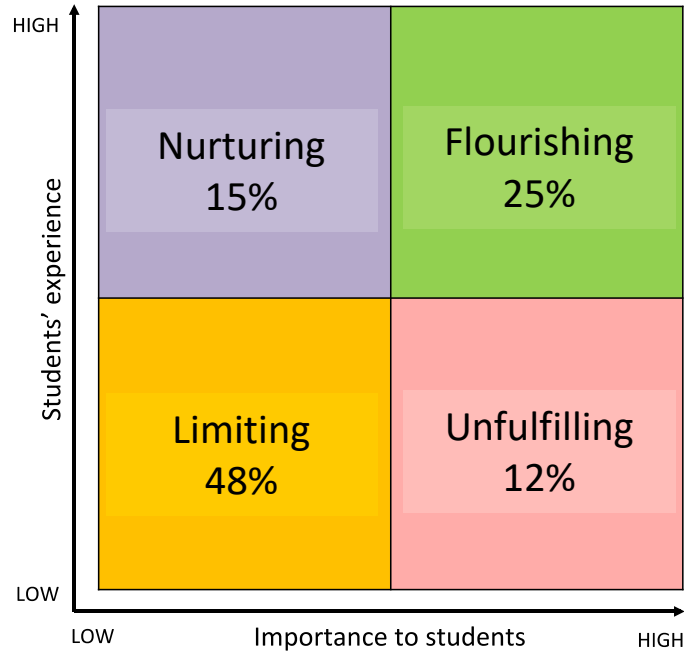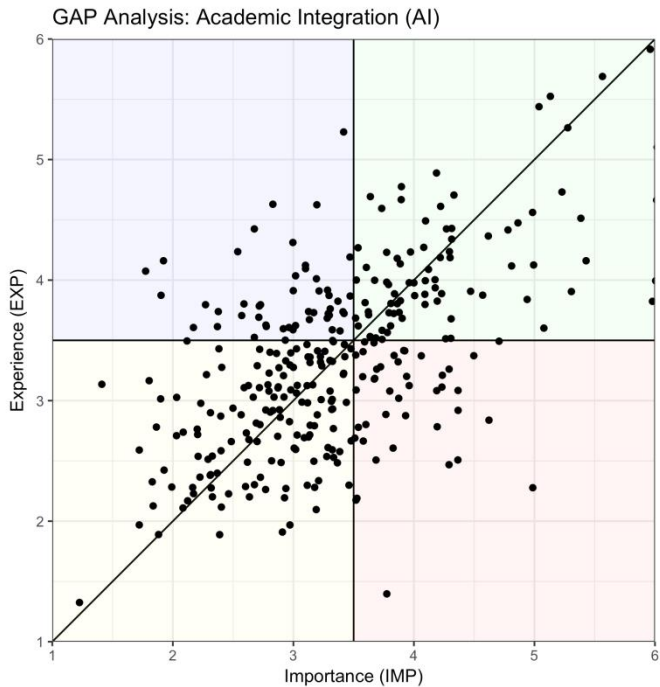
Strategic interpretation (LS)

- Somewhat surprising
  - ✓ 58% attach importance to foreign language skills
  - ✓ Most feel university is under delivering (below the diagonal)

- ❖ **For follow up**: (Analyse open comments for insights + maybe focus group discussions)

  - ➢ What exactly is it that students feel is missing?

Social Integration

GAP Analysis: Social Integration (SI)

Importance (IMP) — Experience (EXP)

Nurturing 10%	Flourishing 21%
Limiting 51%	Unfulfilling 18%

Students' experience (LOW — HIGH)
Importance to students (LOW — HIGH)

Trimeans:
IMP: 3.28 *(4.45)*
EXP: 3.15 *(3.60)*

GAP: -0.13 *(-0.85)*

Academic Integration

GAP Analysis: Academic Integration (AI)

Importance (IMP) — Experience (EXP)

Nurturing 15%	Flourishing 25%
Limiting 48%	Unfulfilling 12%

Students' experience (LOW — HIGH)
Importance to students (LOW — HIGH)

Trimeans:
IMP: 3.30 *(4.47)*
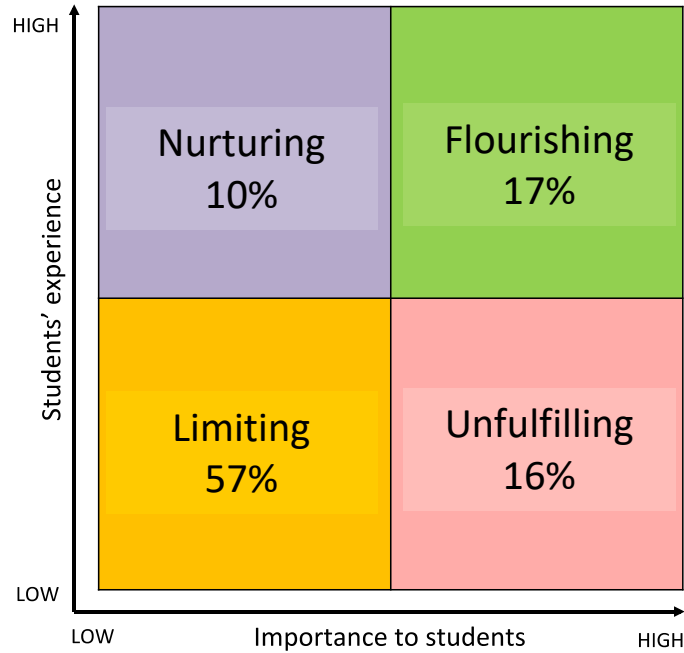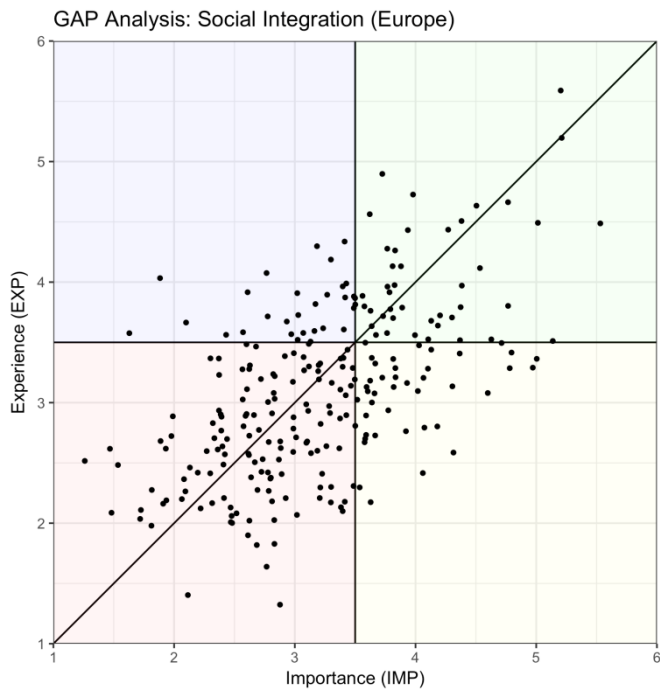EXP: 3.30 *(3.70)*

GAP: 0 *(-0.77)*

Items rated as the least important

- In lectures and seminars, I regularly sit next to people from different cultural backgrounds (AI)

- I regularly take part in events that bring people together from diverse cultural backgrounds (SI)

- The academic and administrative staff in my department are from many cultural backgrounds (AI)
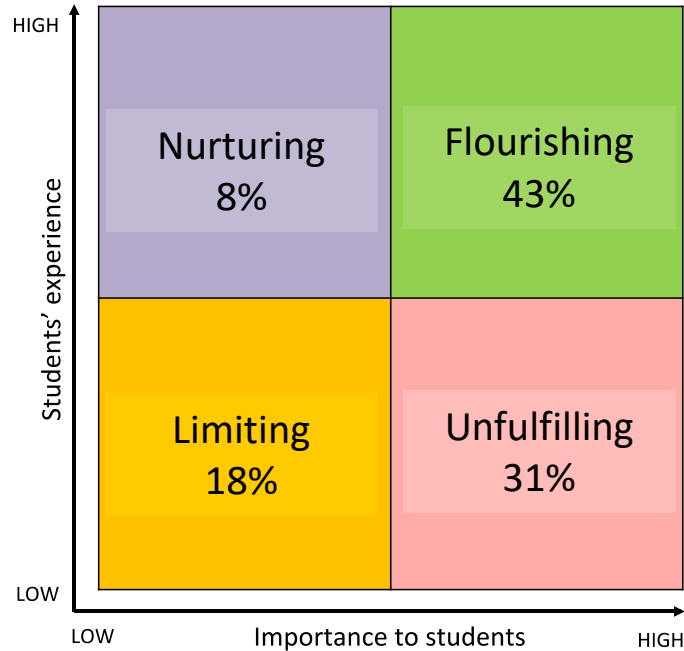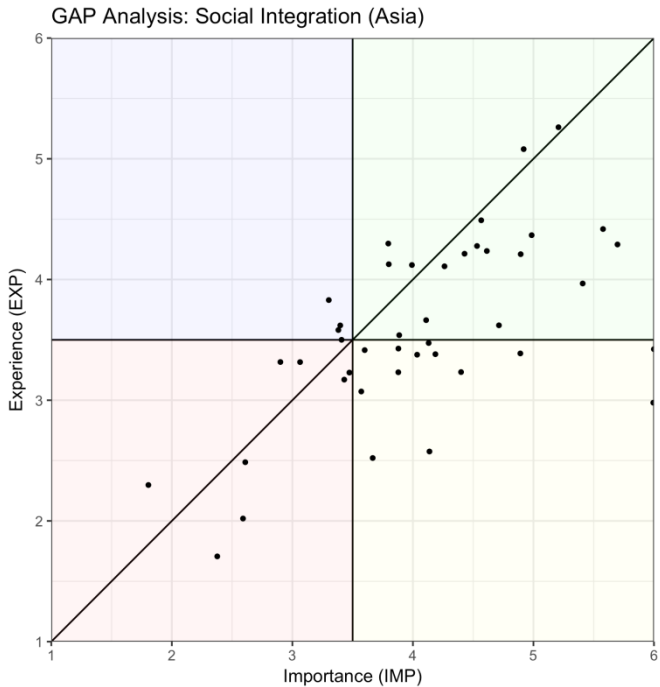
Strategic interpretation (SI, AI)

- Worrying because
    - ✓ Program gives emphasis to internationalisation
    - ✓ Stream taught in English has plenty of students of different nationalities/backgrounds

- ❖ **For follow up**: (Analyse open comments for insights + maybe focus group discussions)

    - ➢ Why is so little importance attached to social and academic integration?

    - ➢ Are there nationality/regional differences?

GAP Analysis: Social Integration (Europe)

European (n=289)

Nurturing 10%	Flourishing 17%
Limiting 57%	Unfulfilling 16%

Students' experience (HIGH / LOW) — Importance to students (LOW / HIGH)

Trimeans:
IMP: 3.18 *(4.18)*
EXP: 3.10 *(3.73)*

GAP: -0.08 *(-0.45)*

GAP Analysis: Social Integration (Asia)

Asian (n=43)

Nurturing 8%	Flourishing 43%
Limiting 18%	Unfulfilling 31%

Students' experience (HIGH / LOW) — Importance to students (LOW / HIGH)

Trimeans:
IMP: 4.03 *(4.83)*
EXP: 3.59 *(3.67)*

GAP: -0.43 *(-1.16)*

Strategic interpretation (SI, AI)

- Clear nationality differences
  - ✓ Europeans have an aspiration problem
  - ✓ Asians have an experience problem

- **For follow up**: (Analyse open comments for insights + maybe focus group discussions)
  - ➢ Why European students attach so little importance to social and academic integration?
  - ➢ What difficulties Asian students perceive in integrating?

Case study reflections

Senior staff now wish to:

- Dig more deeply into the data to
  - ✓ Gain more insights;
  - ✓ Understand better what students want
- Use the data to help them in their strategic decision-making (e.g. around the provision of courses on communication)
- Identify the areas that most need allocation of resources
- Monitor strategic initiatives – plan to run the GE-P again in students' final year.

Complementary steps

Complementary resources/tools

For university students:

- GoGlobal 3-stage training (especially for study abroad)

- e-Capsules
  - ✓ Asking questions
  - ✓ Working in culturally diverse groups
  - ✓ … [More under development]

Complementary tools/resources

For GEP for staff:

- Academic/Teaching + Admin/Management;
- Important complementary perspective to the GEP for students;
- Currently being piloted on a larger scale;
- Free piloting + confidential feedback report for any university interested.

For more information, please contact:

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