



A Field in Turmoil?

*Exploring the Future of
Internationalization.*

There is an interesting paradox: According to one popular narrative, in an era marked by unprecedented global challenges, the landscape of internationalization is undergoing a profound transformation. However, at the same time, according to many internationalization practitioners, not much is truly changing.

Session structure:

1. Welcome and intro to session (5 min)
2. Discussion starter: A field in turmoil? (10 min)
3. Panel discussion (35 min)
4. Q&A & Wrap up (10 min)

Panel



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Discussion starter:

A Field in Turmoil?

- *Exploring the Future of Internationalization*

Whitsed & Green (2013) argue that because the term [*internationalization*] is certainly used in a wide variety of discourses and systems by diverse individual actors it is constantly constructed and re-constructed through their social practices and discourses which leads to a sense of chaos and uncertainty and a constant search for meaning.

Hence, we have seen the emergence of terms such as ‘comprehensive internationalization’ (Hudzik, 2011), ‘intelligent internationalization’ (Rumbley, 2015), ‘ethical internationalization’ (Pashby & Andreotti, 2016), ‘conscientious internationalization’ (Ledger & Kawalilak, 2020), ‘responsible internationalization’ (Stallivieri, 2019) and ‘humanistic internationalization’ (Streitwieser, 2019).

Internationalization practices in the last 30 years:

1

More **focused on internationalization abroad** than on internationalization at home;

2

More **ad hoc, fragmented and marginal** than strategic, comprehensive and central in policies;

3

More in the interest of a **small, elite subset of students and faculty** than focused on global and intercultural outcomes for all, so little to no inclusiveness and equity;

4

Directed by a constantly shifting range of political, economic, social/cultural, and educational rationales, with **increasing focus on economic motivations**;

5

Increasingly **driven by national, regional, and global rankings**;

6

Little alignment between the international dimensions of **the three core functions** of higher education: education, research, and service to society;

7

Primarily a strategic choice and focus of institutions of higher education, but **increasingly also a priority of national governments** (soft power, reputation and/or revenue- driven) and regions (European Union, Bologna signature countries, ASEAN);

8

Following already well-established models—mainly promoted by “big players” with enough economic clout and tradition in higher education promotion: the UK, USA, France, Germany etc.

Although there are counterexamples to this dark picture in the form of ***internationalisation of the curriculum at home, virtual exchange and collaborative online international learning (COIL), internationalisation for society*** and ***movements of decolonisation*** and ***action on climate change*** in international education (such as CANIE), the move towards a more socially responsible internationalisation is, at the institutional level, more about rhetoric and is often limited to some good intentions and isolated practices. (De Wit & Deca, 2020)



Two lenses: PWC Megatrends 2024 & WEC Education 4.0 Framework

External environment focus vs. Individual “Bildung” focus?



Content (built-in mechanisms for skills adaptation)



Global citizenship skills

To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.



Innovation and creativity skills

To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and system-analysis.



Technology skills

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.



Interpersonal skills

To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

Experiences (leveraging innovative pedagogies)



Personalized and self-paced learning

From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.



Accessible and inclusive learning

From a system where learning is confined to those with access to school buildings to one in which everyone has access in learning and is therefore inclusive.



Problem-based and collaborative learning

From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.



Lifelong and student-driven learning

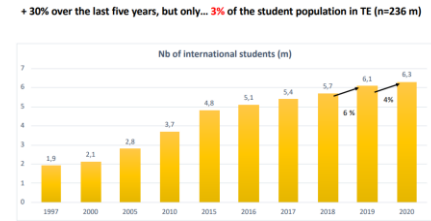
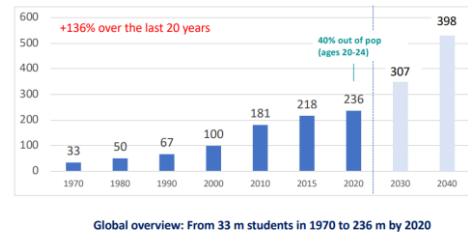
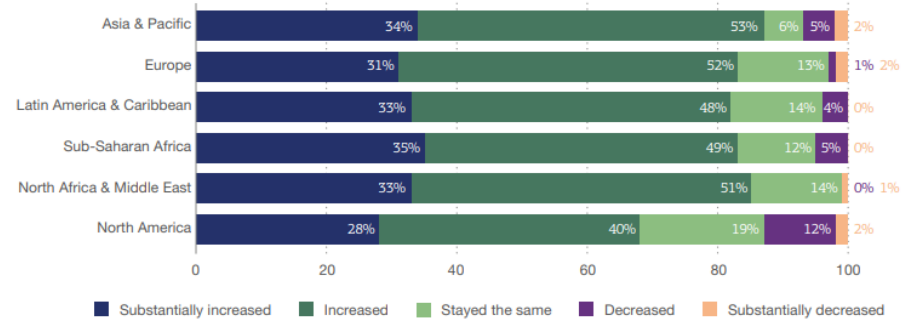
From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.

Source

World Economic Forum.

Figure 14

Change in the level of importance of internationalization over the last five years by region

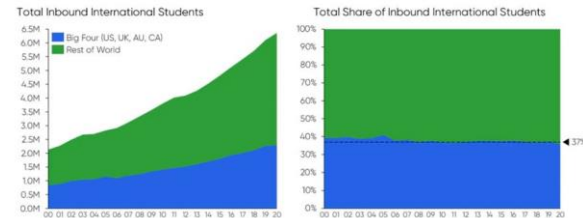


Source: UNESCO Institute for Statistics, October 2022. Author's own calculations.

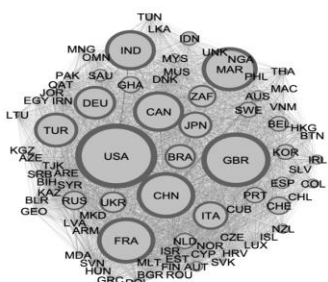
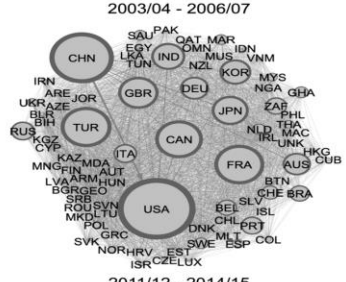
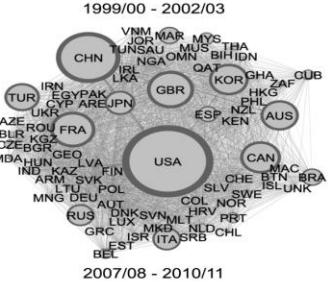
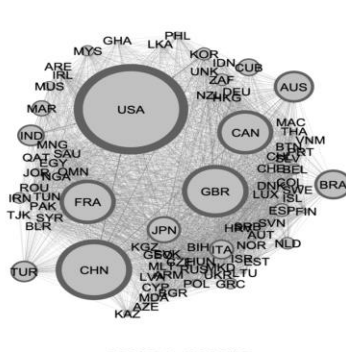
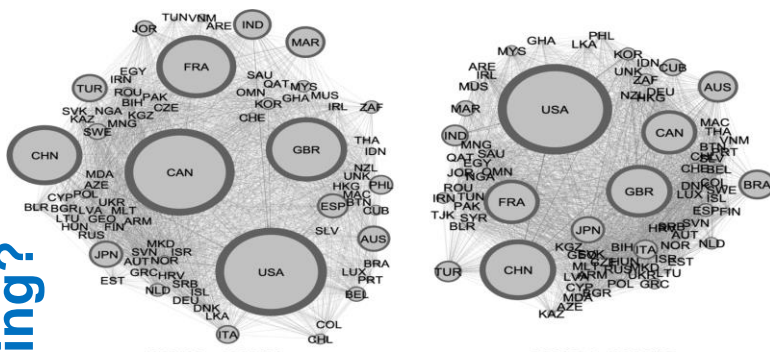
Source: UNESCO Institute for Statistics, October 2022. Author's own calculations.

Multipolarity: Global Student Mobility concentration patterns (Glass & Cruz, 2022)

Growth and distribution of degree-seeking tertiary (mobile) students.



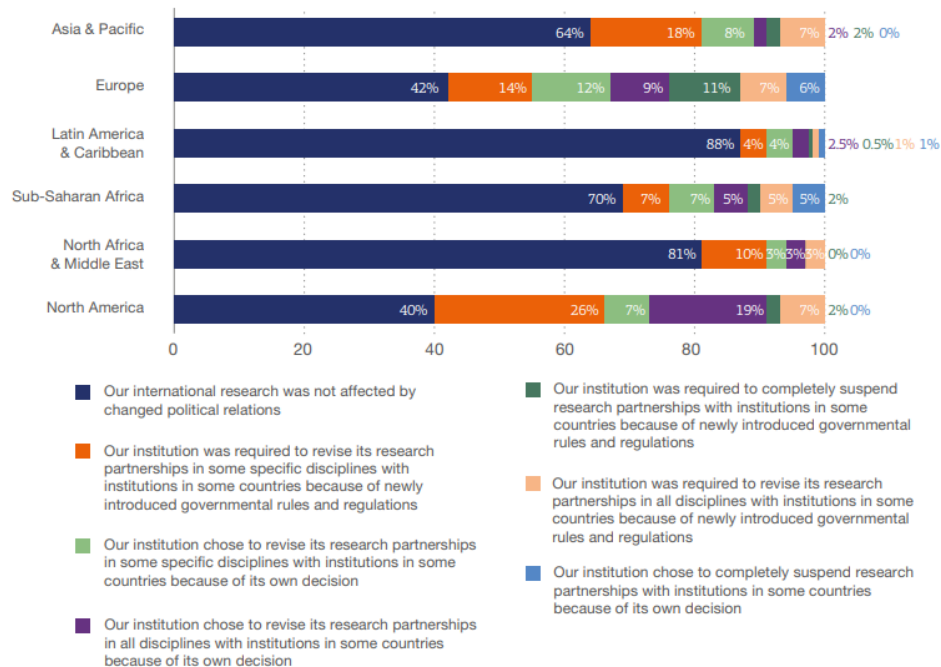
What is currently happening?



A?
Aalto-yliopisto
Aalto-universitetet
Aalto University

Figure 85

Effect of changes in political relations between countries on internationalization of research by region



IAU 2024

Figure 53

Priority of internationalization activities

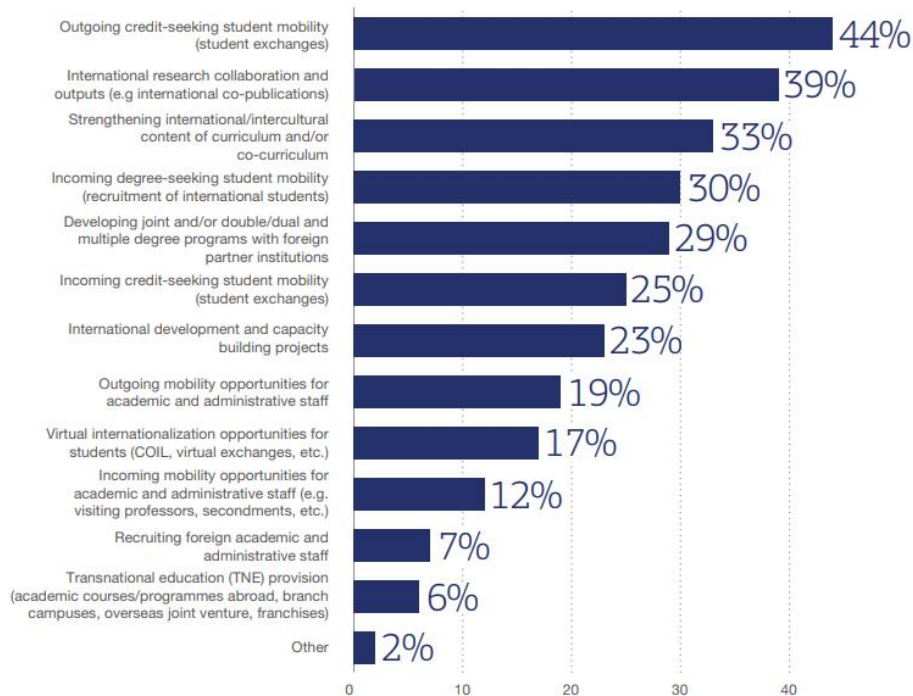
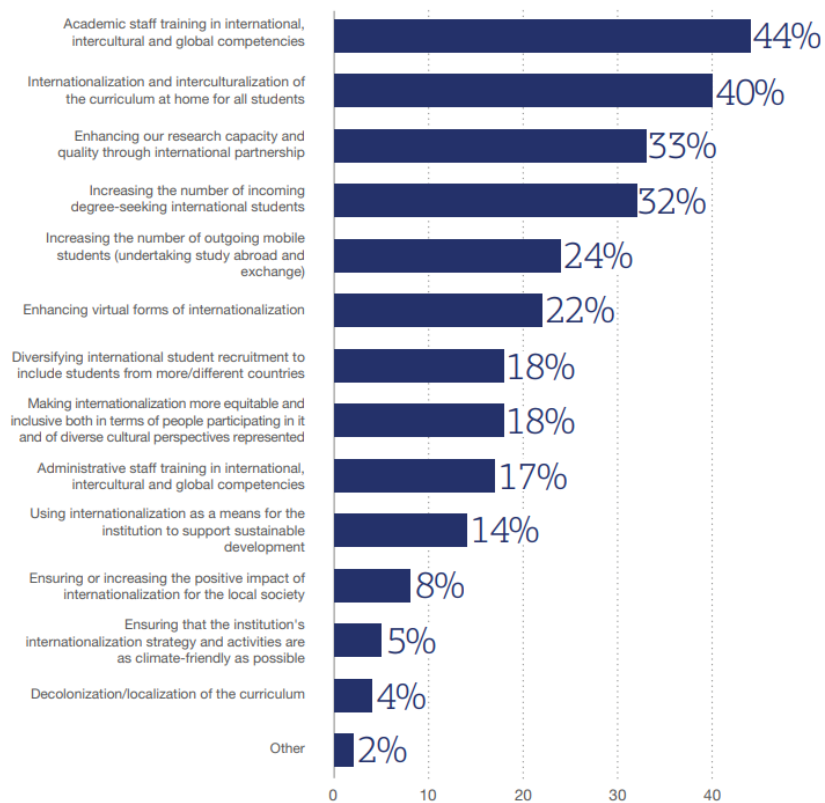


Figure 100

Most pressing future priorities for internationalization



IAU 2024

Table 40

Most pressing future priorities for internationalization	Asia & Pacific	Europe	Latin America & the Caribbean	Sub-Saharan Africa	North Africa & the Middle East	North America
Academic staff training in international, intercultural and global competencies	44%	34%	52%	81%	67%	5%
Enhancing our research capacity and quality through international partnership	40%	31%	34%	35%	39%	23%
Internationalization and interculturalization of the curriculum at home for all students	37%	35%	56%	30%	20%	37%
Increasing the number of incoming degree-seeking international students	44%	37%	18%	28%	38%	53%
Administrative staff training in international, intercultural and global competencies	11%	22%	11%	23%	22%	9%
Enhancing virtual forms of internationalization	11%	20%	30%	21%	9%	10%
Increasing the number of outgoing mobile students (undertaking study abroad and exchange) activities	18%	24%	27%	14%	22%	40%
Decolonization/localization of the curriculum	6%	3%	4%	14%	6%	5%
Using internationalization as a means for the institution to support sustainable development	11%	18%	13%	12%	17%	5%
Diversifying international student recruitment to include students from more/different countries	19%	21%	12%	9%	9%	44%
Making internationalization more equitable and inclusive both in terms of people participating in it and of diverse cultural perspectives represented	19%	14%	21%	9%	13%	35%
Ensuring or increasing the positive impact of internationalization for the local society	8%	10%	8%	7%	9%	2%
Ensuring that the institution's internationalization strategy and activities are as climate-friendly as possible	5%	9%	1%	0%	1%	9%
Other	0%	3%	1%	0%	1%	5%

Not Post-Internationalization, Multi-Internationalizations



Unipolar SECURITIZATION

Geopolitical barriers to mobility due to tech supremacy battles and restrictions on student visas and research securitization.

Traditional forms of student mobility and research may be hindered by political tensions between countries with conflicting interests.



Multipolar REGIONAL ECONOMICS

Growing number of EdTech companies in India, China, Singapore, Israel, UAE, Nigeria, South Africa, Chile, and Brazil.

Intra-regional mobility enabled by Southeast Asian EdTech.

Emergence of new education hubs driven by edtech mobilities.



Technopolar TECH COMPANIES

Tech companies partner with elite universities to leverage economies of scale.

Decentralized tech platforms offer serious, secure more relevant alternatives to credentials from universities.



New Modalities of Mobility

Enhanced Physical Mobility

- Personalized and Adaptive Travel Support
- Blockchain-based Travel Credentials and Visas

Immersive Virtual Exchange

- Virtual Internships and Experiential Learning
- Virtual Exchange
- Collaborative Online International Learning (COIL)

Networked and Hybrid Mobilities

- Multi-locational Learning Experiences
- Blended Study Abroad Programs
- Hybridized Events and Experiences

Mobilities of Knowledge and Skills

- Decentralized Knowledge Sharing Platforms
- Learner-Owned Data and Identity Skill-based Credentials and Recognition Systems

(Glass, 2024)

Vision for strengthening
the international
dimension of Finnish
higher education and
research by
2035

1

Finland, a society
guided by values
and principles



2

Finland, a competitive
economy that attracts talent



3

Finland, a responsible
and receptive nation



4

Finland, an agent in
resolving sustainable
development challenges



5

Finland, a country
that builds on
cooperation



Panel



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