

Towards a typology of internationalisation at home activities in academic disciplines: a study conducted at a Dutch university of applied sciences

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Abstract

Increasingly, internationalisation at home and internationalisation of the curriculum are adopted by universities across the globe but their systemic implementation is a complex process. For instance, academics and academic disciplines understand and approach internationalisation differently, as previous studies have shown. However, there is little research on the role of such disciplinary perspectives in relation to different internationalisation practices and interventions. Using the Becher-Biglan framework of academic tribes, this exploratory study compares 12 undergraduate programmes at a Dutch university of applied sciences and addresses the question if the different disciplinary approaches to internationalisation as identified in previous studies are also reflected in the choices of internationalisation at home activities. The findings show there is more variation in the range of activities rather than in the types of activities and that it is within the rationales underlying those choices where the influence of disciplinary perspectives is more visible.

Keywords

Internationalisation at home

Academic disciplines

Internationalisation of the curriculum

Academic tribes

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Declaration of interest statement

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Introduction

Internationalisation has been and continues to be a priority in higher education institutions the world over. Global challenges and the globalised society in which students will live and work urges institutions to prepare students for international careers, even when living in their home countries (Beelen 2007, Coelen 2015, de Wit 2020).

Traditionally, internationalisation has been associated with mobility. In response, the concept of internationalisation at home (henceforth IaH) emerged over two decades ago when it became apparent that ‘traditional forms of internationalisation fail to reach significant numbers of students’ and that ‘only a small minority of students in higher education actually go abroad’ (Beelen 2007, p. iii). Since then, we have witnessed the introduction of multiple IaH activities at higher education institutions.

This exploratory study examines which types of IaH activities are found in different disciplinary fields as well as possible underlying rationales. Adopting the Becher-Biglan framework of academic tribes, the study addresses the following question: do the previously identified disciplinary approaches to IoC also reflect in the choices of IaH activities by different disciplinary fields? This study uses IaH as the core framework; however, the notion of internationalisation of the curriculum (henceforth IoC) will also be referred to as many relevant studies have been conducted within this framework.

Whereas it is not our purpose to discuss the terminology around internationalisation, it may be useful to note the relationship between the concepts of IaH and IoC. The differences between

these concepts are becoming increasingly blurred (Leask *et al.* 2015). IaH is 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 2015a, p. 69). As such, it highlights the importance of reaching all students, stressing the benefits of internationalisation for the non-mobile students, the vast majority (Beelen & Jones 2015b). IaH uses domestic learning environments as the primary context in which it operates, positing that IaH ‘may extend beyond the campus, and the formal learning context, to include other intercultural and/or international learning opportunities within the local community’ (Beelen & Jones 2015a, p. 69). In relation to student mobility, IaH emphasises that ‘internationalisation of the curriculum “abroad” reaches relatively few students in contrast to the non-mobile majority, who thus need the opportunity to benefit from internationalization of the curriculum at home’ (Beelen & Jones 2015a, p. 68).

IoC is defined as ‘the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of studies’ (Leask *et al.* 2015, p. 34). Clearly, both definitions are inclusive of all students, whether they are domestic or international; however, in IoC the domestic setting of the learning environment is not explicitly emphasised, leaving room for physical mobility experiences. With the current shift towards virtual mobility and blended formats, the difference between the two concepts is fading more into the background.

A range of factors play a role in IoC. The local, regional, national or global context, the economic environment, the home country language(s), the education system, among others, can influence the options and approaches to internationalising the curriculum (Leask & De Wit 2015a). This

study has been conducted in the Netherlands and the geographic setting could be a relevant contextual factor. Due to the favourable geographic location and the available infrastructure in the Netherlands for travel, (short) visits to other European countries are relatively easy to organise and are often part of the formal or informal curriculum. Ease and affordability of travel as well as geographic proximity make student mobility a reality for all students in this case. As such, it is interesting to study if and how learning outcomes related to student development gained by a mobility experience are part of the formal curriculum.

The Netherlands knows a binary system of higher education with research universities and universities of applied sciences that have an explicit link to the field of work. As both researchers work at a university of applied sciences, this study is set in an applied sciences institution and this might be a relevant variable.

Relevance of the discipline

Approaches to IoC depend on the disciplinary culture in which they take place (Leask & Bridge 2013). Several studies have explored disciplinary approaches to internationalisation, with most of these (Clifford 2009, Agnew 2012, Clifford 2012, Green & Whitsed 2012, Leask 2013a, 2013b, Leask & Bridge 2013, Leask & De Wit 2015a) focusing on the process, understanding and approaches of the disciplines to IoC.

Many of the above-mentioned studies on disciplinary approaches to internationalisation have used Becher's typology (Becher 1989), derived from Biglan's earlier categorisation (Biglan 1973a, 1973b). These tend to centre on how disciplines view internationalisation and how relevant they perceive internationalisation to be. However, they have not addressed how

disciplinary perspectives may lead to different internationalisation activities and interventions. Building on previous studies, this study uses Becher's typology of hard-pure, soft-pure, hard-applied, and soft-applied disciplinary clusters when analysing the relationship of different disciplines with IaH activities.

Previous publications suggest commonalities across disciplines. For example, Agnew (2012) and Trowler (2012) indicate that most disciplines endorse the need for global competence development, reflection on the values and knowledge systems of the disciplines, and for including global perspectives. Many also suggest differences in how disciplines respond to internationalisation. For example, Clifford (2009; 2012), who adopts the model by Becher and Trowler, argues that the hard-pure disciplines are more resistant to engaging with internationalisation than the soft-pure and applied disciplines; they tend to consider their discipline as culturally neutral or already international by nature and do not address cultural assumptions as easily as other disciplines. Similarly, Leask and Bridge (2013) examined interpretations of IoC across different disciplines, and arrived at the conclusion of 'representatives of hard-pure disciplines being less open to it than their colleagues in softer or more applied disciplines' (p. 81).

In researching how individual lecturers view internationalisation, Agnew (2012) found that in hard-applied disciplines, 'a major concern for faculty members relative to an international work environment is the need for students to develop competences beyond the disciplinary content if graduates are to be successful in the global work environment' (p. 189). Agnew also concludes that the hard-pure category indicates they are borderless and universal, suggesting that 'science, regardless of where it was conducted, matters only that it is being done' (Agnew 2012, p. 191).

Other disciplinary groups attach, for example, more importance to the work environment in how they view their work in the context of internationalisation. The soft-applied category views internationalisation as intrinsic to the curriculum and emphasises the importance of giving students a platform for reflective practice on different perspectives, values and beliefs. Finally, the soft-pure disciplines are described as innately international, inherently interdisciplinary, and highly relevant to local cultures. Another example of how disciplines understand internationalisation differently is how the soft-pure and applied disciplines view English language as a challenge to internationalisation, whereas the hard-pure disciplines approach the language issue as an international component that supports internationalisation in a competitive work-related context (Agnew 2012).

The Becher-Biglan typology has been critiqued because disciplines are becoming highly complex and dynamic, boundaries between disciplines are shifting and subdisciplines are emerging (Trowler 2014). Becher and Trowler (2001) acknowledge that their original framework might need reviewing to reflect changes in higher education. Coughlan and Perryman allege that ‘it should be adapted to be more appropriate to 21st-century higher-education’ (Coughlan & Perryman 2011, p. 11). Despite this critique, we still find it a useful and uniform categorisation as it provides an organising framework (Neumann & Becher 2002). Clifford (2009) adds that although disciplinary boundaries are becoming more fluid and interdisciplinarity increasing, ‘academics’ intellectual and professional identities still appear to be centred on their disciplines’ (p. 140).

Moreover, Clifford (2009) attests that ‘in the later work of Becher and Trowler (2001) the clear categorisation of disciplines was seen as increasingly problematic as changes in higher education

have led to the spread of interdisciplinarity’ (p. 134) and proposes that ‘viewing disciplines more fluidly as on a continuum and able to change their juxtapositions is probably more helpful than visualising them as contained within four boxes’ (p.134).

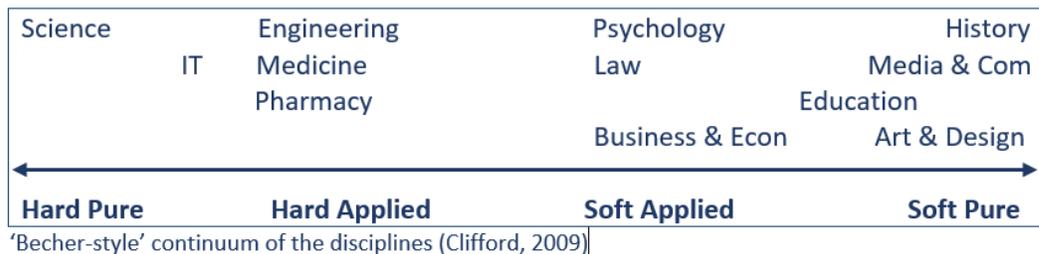


Figure 1. ‘Becher-style’ continuum of the disciplines (Clifford, 2009).4C. BULNES AND E. DE LOUW

Acknowledging the critiques, the Becher-Biglan typology has been used as a framework for this study to provide continuity with existing research on disciplinary approaches to internationalisation. In this way, we aim to establish if the different disciplinary approaches to IoC are reflected in the choices of IaH activities by different disciplinary fields. Agnew (2012) claims that ‘the ways in which faculty members think about internationalisation may influence how faculty members engage in the process of internationalisation and, specifically, how to internationalise their curricular content’ (p. 184). If this is true, we expect that different disciplines would plan different types of IaH interventions in curricula.

Methodology

In the first phase of desk research on the availability of existing mapping instruments or checklists on IaH at degree programme level, we found that the number of instruments with specific mention of IaH was limited to an inventory of activities compiled by the Dutch organisation for international higher education (Nuffic) and a tool resulting from an ERASMUS+

Key Action 2 project (Approaches and Tools for IaH or ATIAH) in 2016-2018. ATIAH was developed to provide higher education institutions with a tool to review and improve IaH practices (ATIAH 2018, p. 1), whereas the Nuffic IaH inventory is the outcome of two studies on what activities and interventions Dutch universities use to develop students' international and intercultural competences within the domestic learning environment (Van Gaalen *et al.* 2014a, 2014b).

A wider search included tools, checklists and indicators containing references to an internationalised curriculum and internationality. An internationalised curriculum is defined by the Organisation for Economic Cooperation and Development as one 'with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students' (as cited in Brewer & Leask 2012). 'Internationality' is used to evaluate how international a university is at a particular point in time (Brandenburg & Federkeil 2007, p. 7). The study by Brandenburg and Federkeil into measuring internationality presents many indicators covering areas of input, output and process but also teaching (2007, p. 36).

The IMPI project (Indicator Projects on Internationalisation - Approaches, Methods and Findings, 2010) was used as it provides a comprehensive overview of internationalisation indicators and discusses eight existing instruments to map internationality. The following instruments, from the IMPI project, have been used: IQRP, NVAO, MINT, PAIGE 2005, DAAD, CHE, ACE, U-Map, Taiwanese Indicators List, Japanese Indicators List. Additionally, we studied two other instruments: Checklist program Internationalization (Reeb-Gruber 2009) and the Flemish Bologna Experts (Vanbrabant *et al.* 2008), both including IaH related items.

In order to compare the instruments, the following features were considered:

- What does the instrument aim to do?
- How does the instrument work (e.g. open questions, yes/no, Likert scale)?
- What level(s) of the institution does the instrument cover?
- On what research was the instrument based (when available)?
- What categories does the instrument cover?

Based on those criteria, an assessment of the available tools was made, resulting in the following matrix. Three tools were disregarded as they either did not include any categories or items that focused on the content or delivery of courses (DAAD) or were too general in their description (Taiwanese Indicators List, U-Map). The NVAO list of assessment standards and criteria was not included as these do not define or prescribe specific items but are used as self-reporting questions for courses.

Table 1. Assessment of consulted instruments

	Curriculum content	Languages	Language of /instruction	Teaching/ didactics	Online technologies	Additional programmes (e.g. winter/ summer school)	Teaching staff	Informal/extra curricular	Assessment	Learning outcomes
ACE	X				X	X				
ATIAH	X	X	X	X	X	X	X	X		
CHE		X	X							
Checklists Program	X	X	X	X					X	X
Flemish Bologna	X		X			X	X	X		X
IQRP	X	X	X	X		X				
Japanese Indicator List	X	X								
MINT	X	X	X	X	X	X	X			
Nuffic inventory	X	X		X	X	X	X			
Paige 2015	X	X		X				X		

The second phase consisted of constructing a combined inventory of IaH instruments and activities, leading to the development of a new tool: THIAH (The Hague Internationalisation at Home mapping instrument). We found that while there were overlapping categories between the studied tools, some added different categories or placed different accents, so none covered all of the same IaH activities. Even the ATIAH tool and the Nuffic list lacked categories that other instruments included or missed aspects that the literature indicates as relevant to IaH (e.g. guided trajectories for mobility that is embedded in the programme to foster students' intercultural development; see Bennett 2008; Deardorff 2008; Vande Berg et al. 2009).

THIAH closely follows the definition of IaH and hence includes categories and activities for both the formal and informal curriculum; it covers course content, pedagogic instruments, language of instruction and foreign language learning, learning outcomes and elements belonging to the extracurricular sphere of the student experience. These categories were also found in the studied tools.

Even though not explicitly mentioned in the IaH definition, staff composition was included in THIAH as a variable, as was also found in some other tools. Students will most probably recognise the presence of (guest) lecturers with a non-Dutch background as a visible feature of internationalisation. Carroll (2015, p. 34) cites how lecturers are not only facilitators of learning but can also add to the diversity of the classroom when sharing their own intercultural experiences. The presence of non-Dutch lecturers can foster the exchange of different perspectives and approaches and, in that way, might contribute to internationalising the course content as well as the pedagogical delivery of the class, but only when used intentionally and effectively.

A particular point of attention concerns student credit mobility, which was regularly found in the tools we consulted. The focus of IaH on domestic curricula excludes, in theory, outbound student exchanges, participation in joint/double/multiple degrees, and internships abroad. However, given the favourable geographic location of the Netherlands and its infrastructure for travel, mobility can be facilitated for all students with relatively short travel distances and affordable means of transport. When student learning experiences abroad are linked to course assignments, as can be the case with short-term mobility, or are part of guided trajectories with students reflecting on their cultural learning and intercultural competence development, the learning abroad is effectively integrated into the home curriculum. Consequently, mobility experiences that are assessed in the domestic curriculum were also included in THIAH.

Ultimately, THIAH was created based on the following criteria:

- Matches the context/level of an undergraduate programme (no reference to institutional aspects);
- Relates to the formal teaching and learning arrangements in the core curriculum for all students and in electives, covering:
 - course content
 - pedagogic approaches
 - foreign language learning
 - language of instruction
 - learning outcomes
 - assessment
- Relates to the informal curriculum, including extracurricular activities;

- Relates to mobility experiences where student cultural learning is linked to and assessed in the domestic curriculum;
- Relates to staff composition.

The items matching the above-mentioned criteria were grouped together and operationalised into questions to guide structured interviews, resulting in a list of closed yes-no questions and open questions where respondents could elaborate on their choice of IaH activities.

Besides using an inventory of IaH instruments and activities, we wanted to understand the intended outcomes and rationales for the interventions. For that reason, the structured interview script contained questions on why a particular IaH instrument or activity was (not) chosen, what the programme intended to achieve in relation to student learning and development, if it was assessed and how.

In phase three, twelve undergraduate programmes at The Hague University of Applied Sciences were selected for the interviews, matching the segments of Clifford's continuum (2009) (see table 2). Per segment, we interviewed small teams representing two Dutch-medium programmes and one English-medium programme. The interviewees were asked to sign a consent form agreeing to the use of anonymised data from the interviews. The interview transcripts were shared with and approved by the interviewees prior to the analysis of data. In total, 28 lecturers were interviewed: 15 men, 13 women, 20 Dutch and 8 non-Dutch.

The following guiding questions were used when analysing the interview data and writing up the results section:

- Are there differences in the range of IaH interventions disciplinary groupings utilise?
- Do English and Dutch-medium programmes differ in the range of IaH interventions?
- Are there any observable commonalities within the disciplinary groupings as regards their rationales for (not) including certain IaH interventions and what are they?
- Are there any observable commonalities and/or differences across the disciplinary groupings as regards their rationales for (not) including certain IaH interventions?
- Do those commonalities or differences correspond with the findings of previous studies on internationalisation in different disciplinary categories?
- Do the disciplinary groupings show any differences in whether they include the IaH interventions in student assessments?

Where appropriate, representative excerpts from the interviews have been selected as illustrations of similar comments.

Range of IaH interventions

Overall, the soft-pure grouping shows the highest count in the range of IaH activities present in the core curriculum, most notably for course content, mobility embedded in the curriculum, pedagogy, language of instruction and the informal curriculum. When only focusing on the IaH interventions in the elective programme, more variety of IaH activities is found within the hard-pure discipline. With the exception of mobility, in all disciplinary groups IaH activities are more prominent in the core curriculum. Two of the twelve programmes operate a compulsory exchange semester for all students, whereas for the remaining programmes mobility is optional.

When comparing English and Dutch-medium programmes, we see that in general English-medium programmes consistently have a wider range of IaH interventions per category, most notably in pedagogy, mobility embedded in the curriculum, languages, staff composition and the informal curriculum.

Rationales of IaH interventions within the disciplinary groupings

Next we considered how intentional the IaH interventions were in the interviewed programmes by comparing the rationales for (not) including certain IaH interventions.

- ***Hard-pure***

Within the hard-pure group, the three most often cited reasons for (not) including a particular IaH activity were the nature of the work field and skills needed, universality or the universal nature of the discipline, and being able to deal with cultural differences.

- ***Work field.*** This reason was provided to justify why certain IaH activities were embedded in the programme, sometimes because the nature of the field of work is international and more often because the work field requires graduates to possess certain skills, such as: being able to work in developing regions; being able to read academic English and being able to conduct applied research in an international context.

There is a continuum professional orientation; to help students understand the practical dimension of the course and profession. There is no requirement to visit an international company. Yet as the field is 70% international, it is often an international company. (Applied Physics)

- **Universality.** Respondents regularly referred to the universal nature or context of science to explain why certain interventions were not included in the programme.

Some typical statements were:

That is the problem with much of our content, 'hard beta', physics does not change when you go to another country. In the core of the course there is nothing national so also nothing international. (Applied Physics)

Maths is international, it is all the same. (Applied Mathematics)

- **Dealing with cultural differences.** The need for students to be able to deal with cultural differences was mentioned in the categories of course content and mobility. Here the interviewees did not refer explicitly to the field of work, which explains why we treated this as a separate rationale.
- **General observations.** It was noteworthy that in the interview with Applied Physics the interviewees seemed to be making decisions on behalf of students, explaining that a focus on intercultural or cultural topics and learning would confuse students as they are used to working only with facts and calculations, or as one participant said: *We don't do opinions. (Applied Physics)*

To the question if the programme has any components on cross cultural or intercultural communication skills or collaboration, another participant from the same programme remarked:

It may be easier if we had exchange programmes. Also, if we include intercultural learning outcomes, this will feel really awkward for students. Because they have only had content specific learning outcomes related to physics, formulas and application, and then suddenly there is a cultural part. (Applied Physics)

- *Hard-applied*

Within the hard-applied grouping, the most commonly cited reasons for (not) including specific IaH activities were: legacy of the past, fulfilling requirements and regulations (i.e. programme/national/international competency profile), and skills of staff. We also observed that interviewees regularly provided rationales for (not) including specific IaH interventions on grounds they had no control over (a colleague leaving, a perceived lack of student interest or lecturers lacking certain skills).

- ***Legacy of the past.*** This argument was used to explain why programmes do not engage with certain IaH practices. For instance, based on one negative experience with an international guest lecturer, one programme decided not to try again.

We had one. Not a very successful attempt, won't do this anymore. Poor English language skills of students. (Civil Engineering)

Other examples of discontinued practices were a colleague leaving or the implicit nature of an intervention.

- ***Fulfilling requirements and regulations.*** Civil Engineering and Industrial Design Engineering referred a number of times to their programme or national competency profile when asked about their rationales. For Industrial Design Engineering it is important to note that the programme places the responsibility of demonstrating the achievement of the graduate outcomes on the student, which means that students formulate their own specific learning goals and paths to reach outcomes such as the ability to work in an international setting or contextualising design solutions. For that reason, the intentionality of IaH activities is hard to capture; yet the interviewees from

this programme saw the competency profile as an enabler for IaH. Civil Engineering, on the other hand, considers the national competency profile as a blocker:

We follow the national profile and the nationally agreed competences for Built Environment; there are no international or intercultural competences.

- **Skills of staff.** The absence of certain skills or knowledge in the team of lecturers was cited several times when explaining the absence of certain IaH activities. For instance, Civil Engineering mentioned that the lack of international experience or orientation makes it hard for lecturers to formulate explicit international(ised) learning outcomes. Internationalisation was said to simply not be on the radar of the lecturers as they have no or very little knowledge of the international dimension of their subject areas. Also, the lack of English proficiency was cited as a reason why certain IaH activities are not undertaken by the programme. On the other hand, Communication & Multimedia Design saw the absence of certain knowledge within their own team as an opportunity to engage more with international guest lecturers:

They fill gaps, like shortage of knowledge or content. Also, we are actively looking for international lecturers to diversify the team. (Communication & Multimedia Design)

- **Soft-pure**

In this grouping the nature of the work field and skills needed was the most often mentioned rationale, followed by resources/capacity, (not) appealing to students.

- **Work field.** The responses related mostly to specific skills that graduates need in their field of work and these were especially prevalent in the category of course content.

Some examples were:

Communication professionals need to relate to a multitude of stakeholders. They need diversity and practice with diversity. (Communication)

A good primary school teacher needs a broad, general knowledge. It is important to deliver meaningful education and this goes beyond what it says in textbooks.

(Primary Education)

- **Resources.** Time and money were cited as reasons by the Dutch-medium programmes to explain the absence of online collaboration, international projects or study trips.
- **(Not) Appealing to students.** Interviewees sometimes explained that IaH activities were incorporated in the curriculum because students expressed an interest. Examples range from providing internationally oriented placements in the Netherlands, organising visits to international companies to using a variety of internationally oriented materials.
- **General observations.** In the soft-pure group, we noted a relatively high incidence of responses related to external requirements or factors over which they feel they have little influence. Interviewees mentioned the programme's competency profile, the national competency profile of the subject area or requirements set by the institution (e.g. institutional mission and vision). Like one programme said:

We educate for the Dutch labour market but with broad, general development and linked to national framework and criteria. (Primary Education)

Moreover, we observed that in European Studies, interviewees regularly provided explanations related to the structure of the programme; the existence of a particular learning continuum in the curriculum was used as an explanation why certain modules include a European or global aspect:

It is part of the programme continuum of politics: zooming out from Europe to global. (European Studies)

- *Soft-applied*

The interview data of this disciplinary grouping shows that the most common rationales are: (not) the nature of the subject, fulfilling requirements and regulations (i.e. programme/national/international competency profile), and the nature of the work field and skills needed.

- *(Not) the nature of the subject.* This rationale was used to explain why (not) the programme uses certain IaH activities. Often this was expressed in short statements like ‘it is the very nature of the subject’ (Law), ‘it is the nature of the programme’ (International Business), ‘it is the fundamental nature of nursing’ (Nursing). The Nursing programme cited this argument more often than the other two.
- *Fulfilling requirements and regulations.* Compared to the other disciplinary groupings, more explicit references to the national competency profile were made to justify why some IaH elements were (not) present. All three programmes referred to national guidelines, accreditation standards, national competency profiles or institutional frameworks as the main rationale to have learning outcomes with an international or intercultural dimension in the curriculum.

It is in the competency profile. There are two out of the list of 24 programme learning outcomes. It is a requirement to be able to give IB diplomas in NL.

(International Business)

Because of the requirement of the institution. (Law)

- **Work field.** All three programmes mentioned this particular rationale, with Law being the most specific:

To create awareness of the many different legal systems. Lawyers should know there are more law systems and people act with cultural reasons. (Law)

Rationales of IaH interventions compared across the disciplinary groupings

In terms of commonalities, it can be noted that skills needed in the international work field scores very highly in all groups, as can be expected given the applied sciences context. Also, the role of certain frameworks or requirements such as competency profiles and institutional strategies in the choice of IaH activities was quite prevalent in the interviews, with the hard-pure grouping being the only exception.

The programmes under the soft-applied discipline show a preference for the rationale (not) the nature of the subject, thereby emphasising the inherent international or local nature of the degree course. Earlier studies show that the soft-applied category views internationalisation as intrinsic to the curriculum (Clifford 2012, p. 198, Agnew 2012, p. 193) and our findings confirm this, even though the sample size is limited.

The hard-pure grouping was the only group that uses the rationale of universality; none of the other programmes offered this particular explanation, which is consistent with the other studies.

For example, Agnew has found that the hard-pure category indicates they are borderless and universal (Agnew 2012, p. 191).

Most common rationales for IaH activities in disciplinary categories			
Hard pure	Hard applied	Soft pure	Soft applied
international work field (skills)	legacy of the past	international work field (skills)	(not) the nature of the subject
universality	comp. profile/ (inter)national or institutional regulations	competency profile/ (inter)national or institutional regulations	Competency profile/ (inter)national or institutional regulations
deal with cultural differences	(lack of) skills in staff	resources/capacity	international work field (skills)
student body			

Assessment of IaH interventions within the disciplinary groupings

Another way to establish the intentionality of IaH activities is to analyse to what extent the present IaH activities are assessed. In all disciplinary groups the overall assessment scores are higher in the core curriculum than in the elective programme. The soft-pure programmes appear to assess slightly more compared to the other groups; hard-pure reports the least assessment overall. However, overall, there are only slight differences between the disciplinary groupings.

In general, programmes assess less in the category of pedagogy, possibly because some questions cannot be linked to any forms of assessment (e.g. does the programme have an international classroom setting?). Moreover, the programme Industrial Design Engineering has a specific curriculum design whereby the students themselves are responsible for proving that they have achieved the graduate outcomes. The students choose when they demonstrate which competences as well as the format of assessment. This made it difficult to ascertain how purposeful and

intentional assessment of IaH interventions were in this programme, but also to make any general comments on assessment of IaH.

Interviewee backgrounds

During the interviews, participants were asked to share details on their academic backgrounds so that we could consider if the interviewees matched the disciplinary category of their programme and if this could play a role when answering the interview questions. The table below provides information on the interviewees’ academic backgrounds; we have indicated in bold where the interviewees’ academic background matches the disciplinary grouping of the degree programme.

Table 3. Academic backgrounds of interviewees.

Soft pure	Soft applied	Hard pure	Hard applied
Languages International Education Political Science (3) History Music Educational Science European Studies (2) Sociology (2) Journalism	Geography Languages (2) Management in Education Law (2) Physical Therapy Health Psychology	Chemistry (2) Physics (6)	Commercial Engineering Accountancy Industrial Design (2) Civil Engineering International Development International Education Spanish Media Philosophy

As can be observed, in most cases the interviewees’ backgrounds per disciplinary group were mixed, with the exception of the hard-pure group, where all interviewees matched the disciplinary category of the programme. This strong presence of the disciplinary category within the staff could explain why the rationale of universality, characteristic of the hard-pure category, came to the foreground in the mapping exercise.

Discussion

With the collected data, the visual below was developed, showing the most commonly cited IaH activities from the THIAH tool in the different disciplinary groups studied.

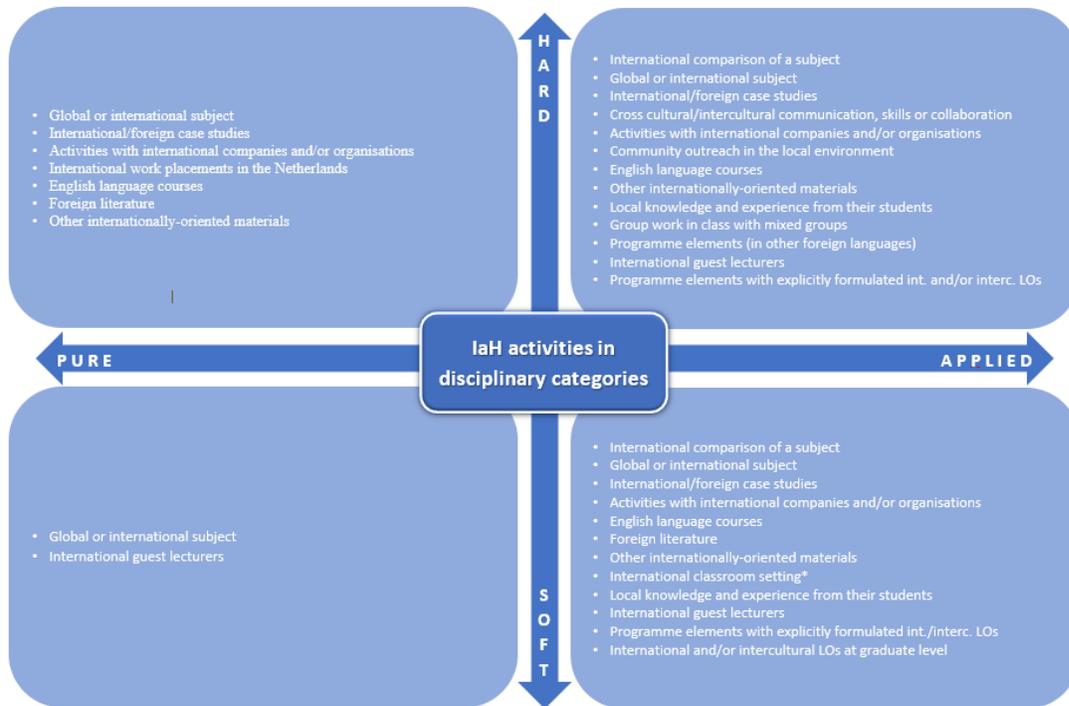


Figure 3. IaH activities in disciplinary categories.

As can be seen, the applied groupings show a greater variety of IaH tools compared to the pure groupings. However, it has to be considered that the research project was conducted within the particular context of one university of applied sciences in the Netherlands and the data is limited to three programmes for each disciplinary category.

Another matter of consideration when interpreting the data is the repeated use of one single IaH activity as an example for multiple categories in THIAH. Some programmes repeatedly referred to the same activity of IaH when going through the different categories in the tool. Hence it should be noted that a positive answer in one category is not always an indicator of the quality, intensity, or degree to which the IaH activity is infused in the programme. It is only an indication

of whether a particular type of activity occurs in a programme, irrespective of how often. Therefore, it is not possible at this stage to draw any conclusions as to whether different disciplines opt for different types of IaH interventions.

Moreover, THIAH consists of a series of closed yes-no questions as well as open questions where respondents could elaborate on their choice of IaH activities. However, the data generated from the interviews was processed into overviews that include numeric values and percentages referring to the internationalisation activities found in the programmes of the four different disciplinary groups. Such quantitative values have only been used as indications to compare the qualitative data and are not an indication of the quality of IaH activities.

Whilst no additional IaH activities beyond those included in the tool were identified during the interviews, it should be noted that the difference between some questions in THIAH was not always as apparent to respondents and, on occasion, they had difficulty in distinguishing amongst some of them. This was the case with questions within the category ‘mobility embedded in curriculum’, particularly those referring to assessment of students experiences abroad and the use of a guided trajectory for mobility. This might relate to the inclusion of ‘mobility in the curriculum’ as one of the categories in THIAH for reasons explained in the methodology section; as a result, the boundaries between mobility and IaH become rather blurred, which is problematic for respondents. The possibility of removing this category from the tool is a future consideration. Similarly, the nuances in the distinction between ‘international comparison of a subject’, ‘global or international subject’ and ‘international/foreign case studies’ needed considerable clarification in the interviews.

A further issue worthy of attention is the previously mentioned limitation of the Becher-Biglan typology of academic tribes, suggesting that it does not cater for interdisciplinarity (Clifford

2009, Trowler 2014). Concerning this, it should be mentioned that one of the selected programmes in this research project (European Studies) is multidisciplinary; however, when selecting the respondents for that particular interview, interviewees with a background in a specific disciplinary field (politics and history) were selected to fit into one of the disciplinary categories. However, the possibility of the multidisciplinary nature of the programme influencing the answers in the interview could not be excluded. Additionally, it can be questioned if a degree programme can represent a particular academic tribe or disciplinary category considering the academic background of the respondents does not necessarily correspond with the academic discipline of the programme they work for.

Conclusion

Building on previous research on disciplinary approaches to internationalisation (Clifford 2009, Agnew 2012, Clifford 2012, Green & Whitsed 2012, Leask 2013a, 2013b, Leask & Bridge 2013, Leask & De Wit 2015a, 2015b), this exploratory study introduces a new context to the existing body of research on internationalisation in disciplinary fields as it sought to answer the question if different disciplines plan different types of IaH interventions in curricula. Whilst many of the previous studies were conducted in English-speaking contexts, this study was carried out at a Dutch university of applied sciences, which is novel in this particular area of research, both for being non-English speaking and for the specific nature of universities of applied sciences, with their explicit link to the field of work in all programmes regardless of the discipline. Focussing on this type of institution might provide insights into the role that the link to the workplace might play in the choices of IaH activities.

Even though the mapping instrument THIAH was designed for the purpose of collecting data on the presence and rationales of IaH activities in the selected programmes, an observed side effect

of the interviews was an increased awareness among the interviewees of what IaH entails and what type of activities can be labelled as such. In addition, participation in the interviews provided an occasion to map the IaH activities programmes have in place as well as identifying possible opportunities for new activities.

Further research

Since the study is limited to one Dutch university of applied sciences, its findings can be strengthened by repeating the intervention and adding different contextual layers. These could include additional programmes of Dutch universities of applied sciences representing the different disciplinary categories as well as research universities in the Dutch context, which could provide new insights into the differences and similarities in the approaches of IaH not only between disciplinary categories, but also between different types of institutions of higher education. Furthermore, the research could be extended to the international landscape, allowing for conclusions of a broader scope and the comparison of other potential variables, such as student characteristics (year and level of study, command of English, etc.).

As the data for this study was gathered just before and during the early stages of the COVID-19 pandemic, it would be of interest to revisit the programme teams that were interviewed and see if the pandemic has led to more use of online international learning and virtual exchange. In the initial sample, the use of such virtual IaH tools was hardly present.

Also, the supplementary effects of increased awareness of IaH activities through the use of THIAH may be an area of additional research. More research can also be conducted into the THIAH tool itself and its potential use in practice in order to assess its validity and usefulness for specific target users.

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Appendix

THIAH – The Hague Internationalisation at Home mapping tool:

<h1>THIAH</h1> <h2>THE HAGUE INTERNATIONALISATION AT HOME MAPPING TOOL</h2>	
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 ?
A5	Does your programme have an online collaborative project whereby your students interact with students from another country? If yes, does) 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?
A9	Are there programme elements* that include international project assignments : Are they international because: 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 ?
D5	Do lecturers explicitly use local knowledge and experience from their students with different cultural backgrounds (international, migration background, biculturality)? Do they do this in: d. readings e. assignments (e.g. presentation, essay) f. classroom discussions g. a combination of the above
D6	Does the programme organise 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)?
H2	Does the programme organise events and festivals aimed at celebrating: 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)?

Figure 4. THIAH – The Hague Internationalisation at Home mapping tool.20C. BULNES AND E. DE LOUW

Documents available for consultation

- Complete THIAH tool
- Field notes of conducted interviews
- Overviews with processed interview data
- Overview of most common rationales for IaH activities in disciplinary categories
- Visual IaH activities in disciplinary categories
- Visual rationales for IaH activities in disciplinary categories