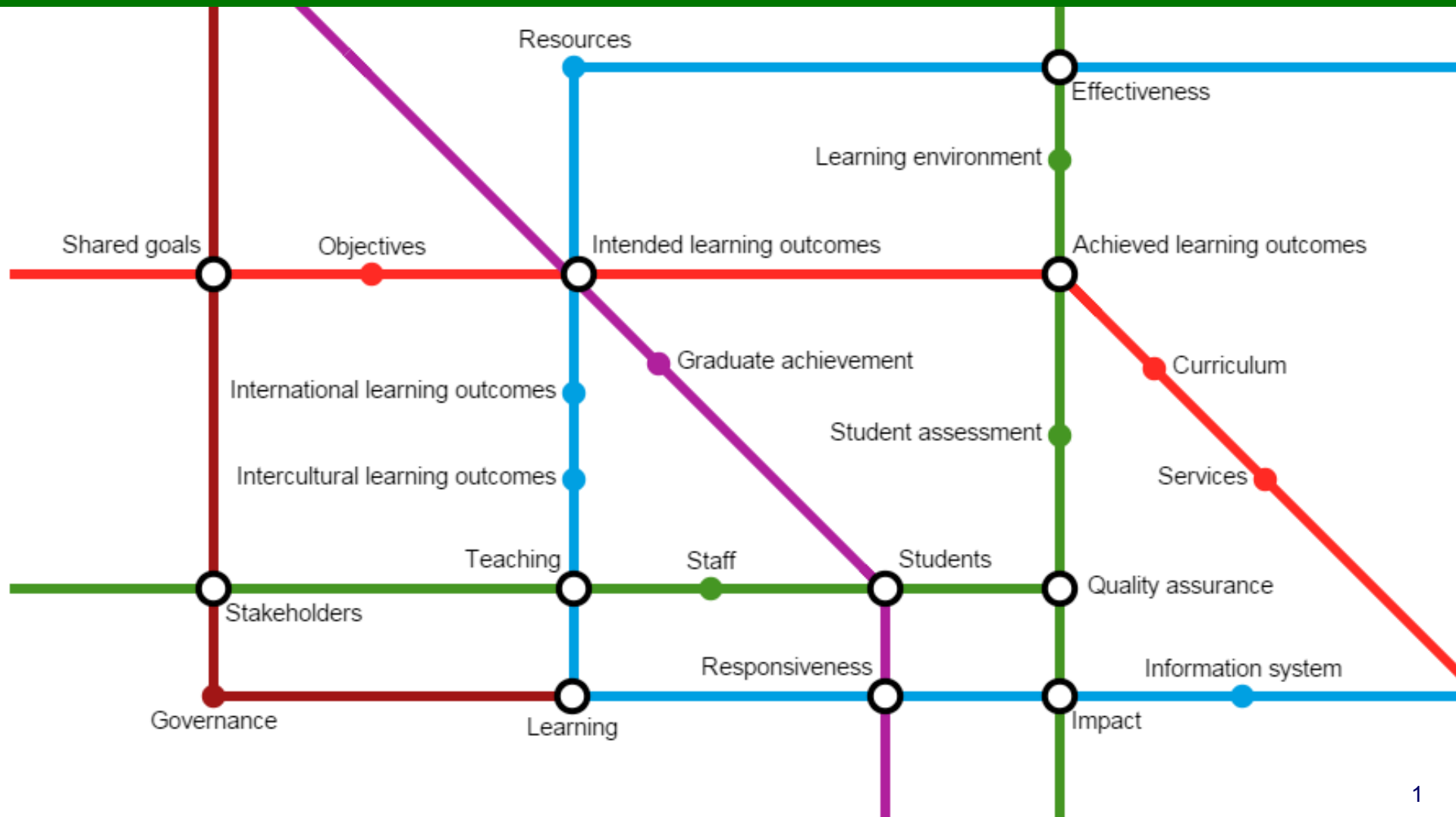
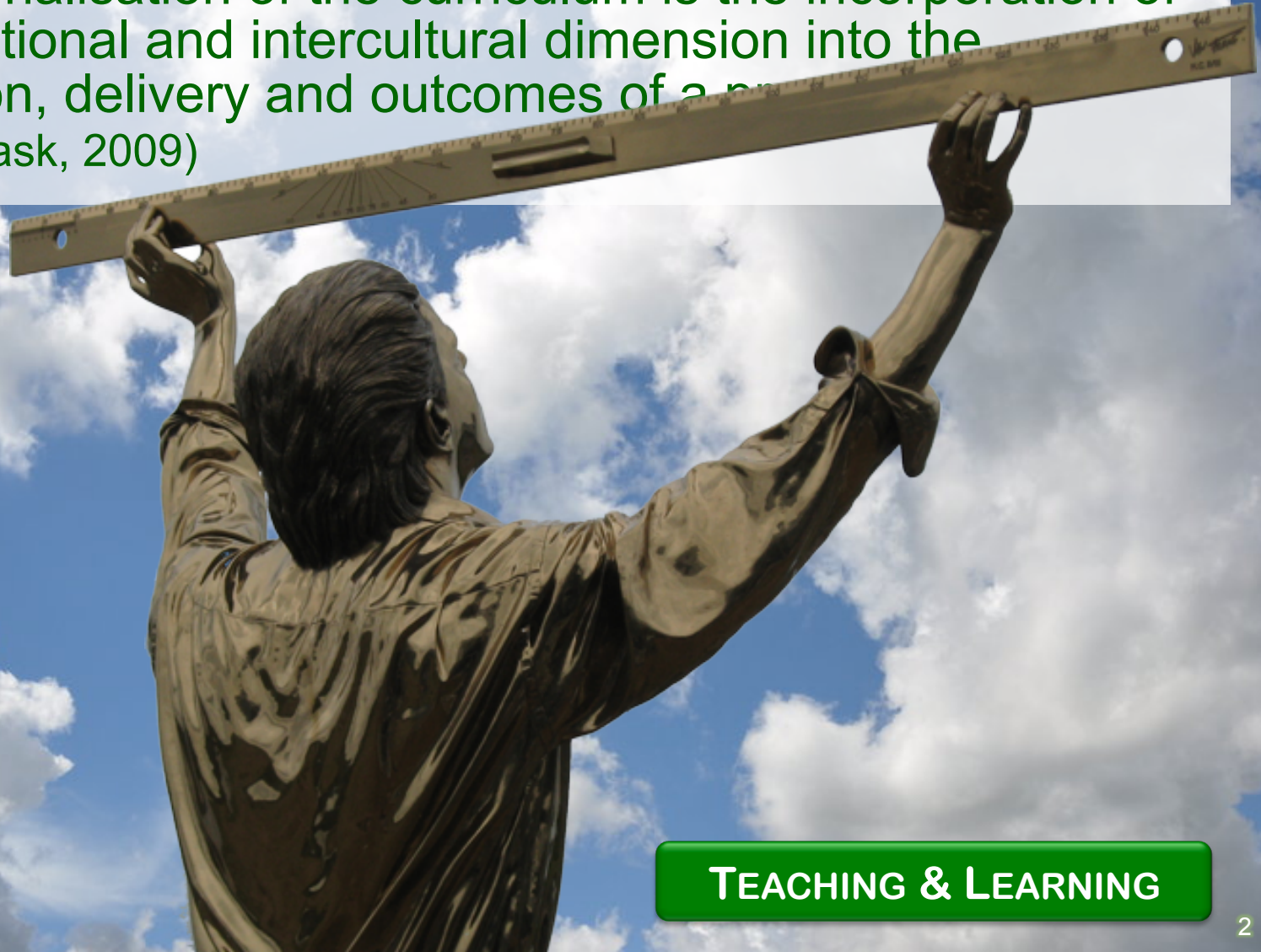


Re-Tuning: A Methodological Perspective on Quality in Internationalisation

- Axel Aerden



- “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004)
- “Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a programme of study” (Leask, 2009)





DESCRIPTIVE CRITERIA



INTERNATIONAL & INTERCULTURAL LEARNING OUTCOMES

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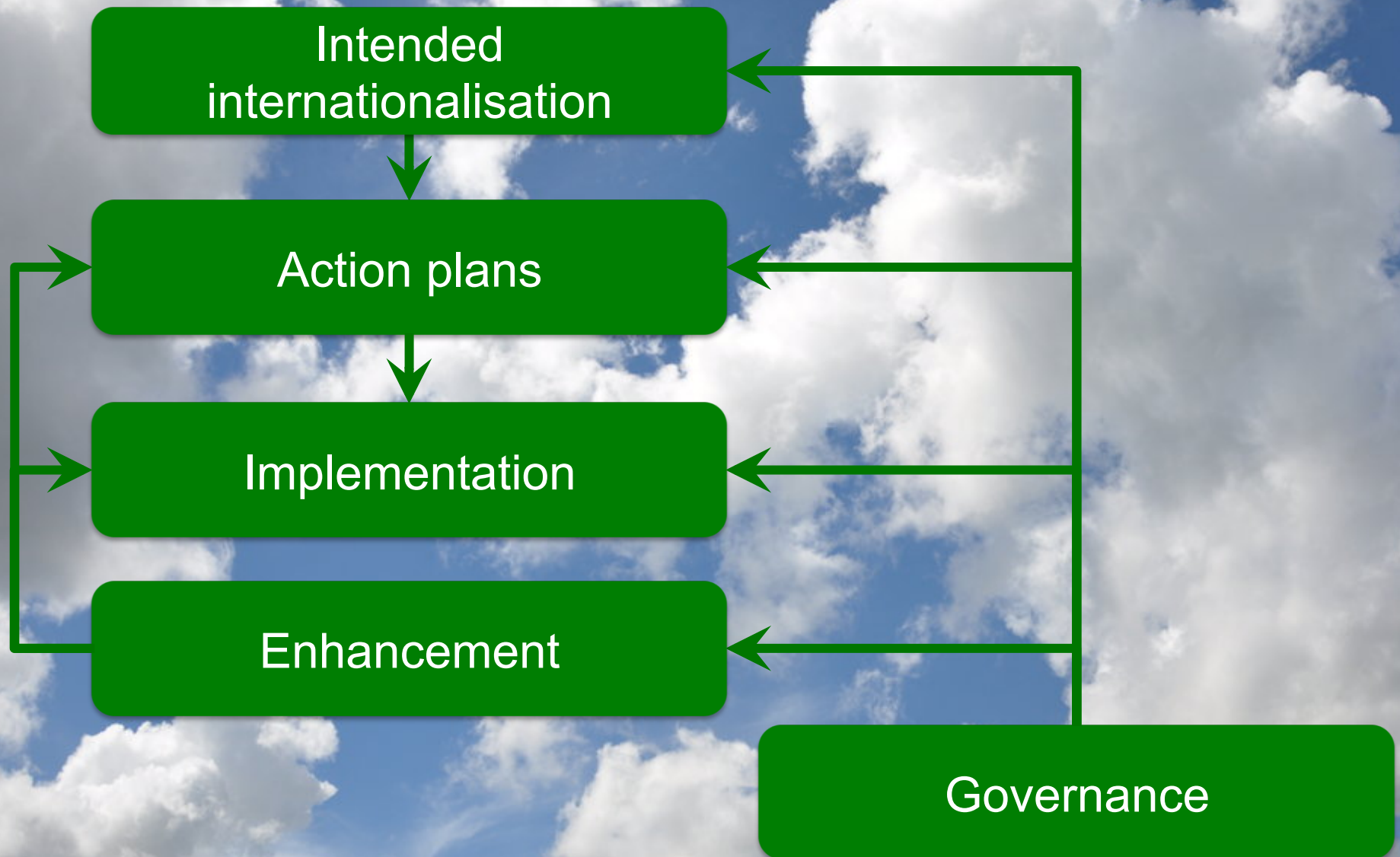
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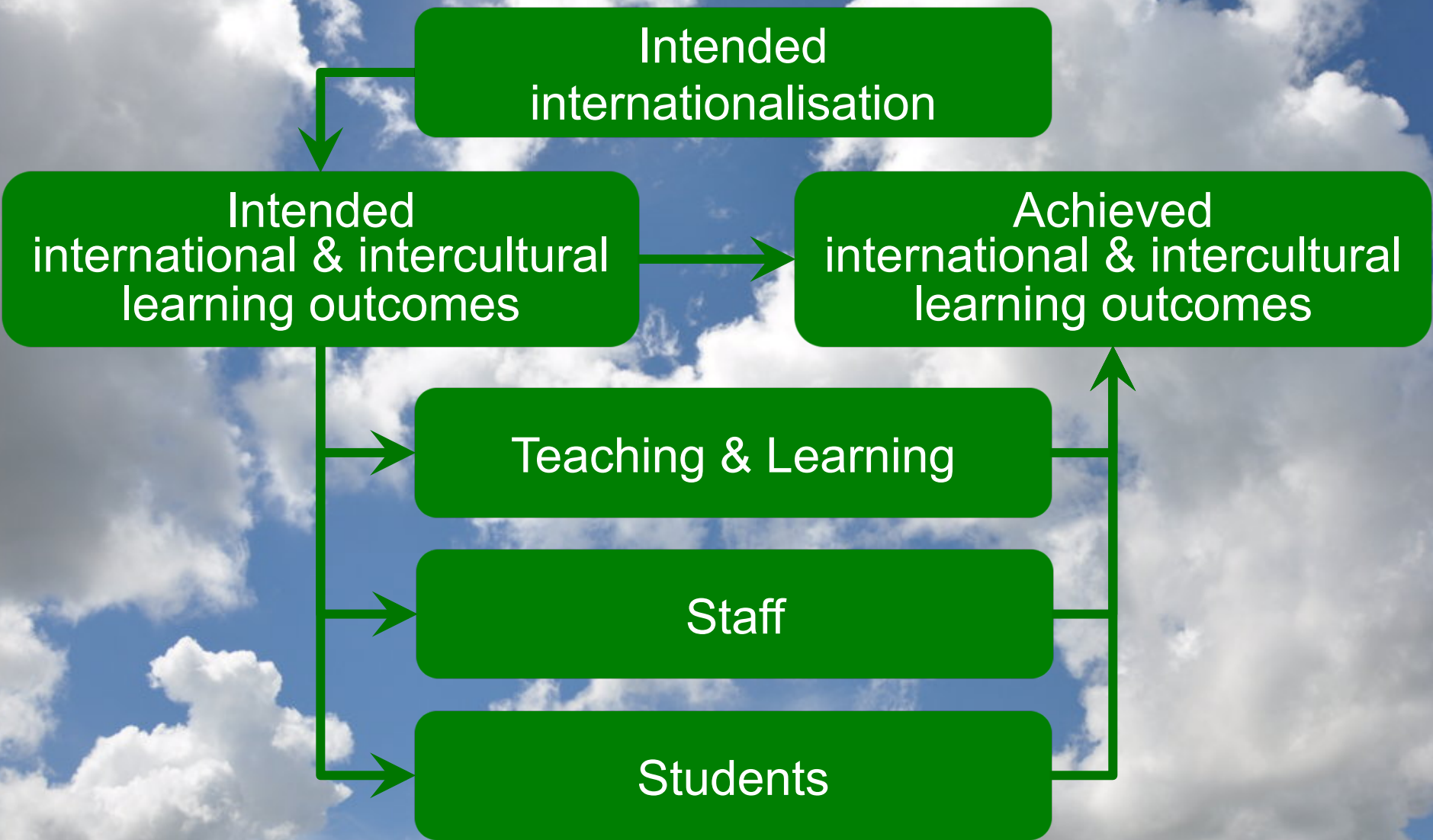
9

QUALITATIVE OVER QUANTITATIVE



PROFESSIONAL SYSTEM OF PEER REVIEW





Frameworks for the Assessment of Quality in Internationalisation

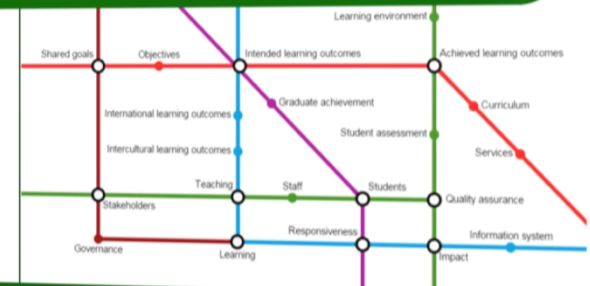


Certificate for Quality in Internationalisation

e c a

european consortium for accreditation

The Guide for Assessing the Quality of Internationalisation



Axel Aerden

e c a

european consortium for accreditation

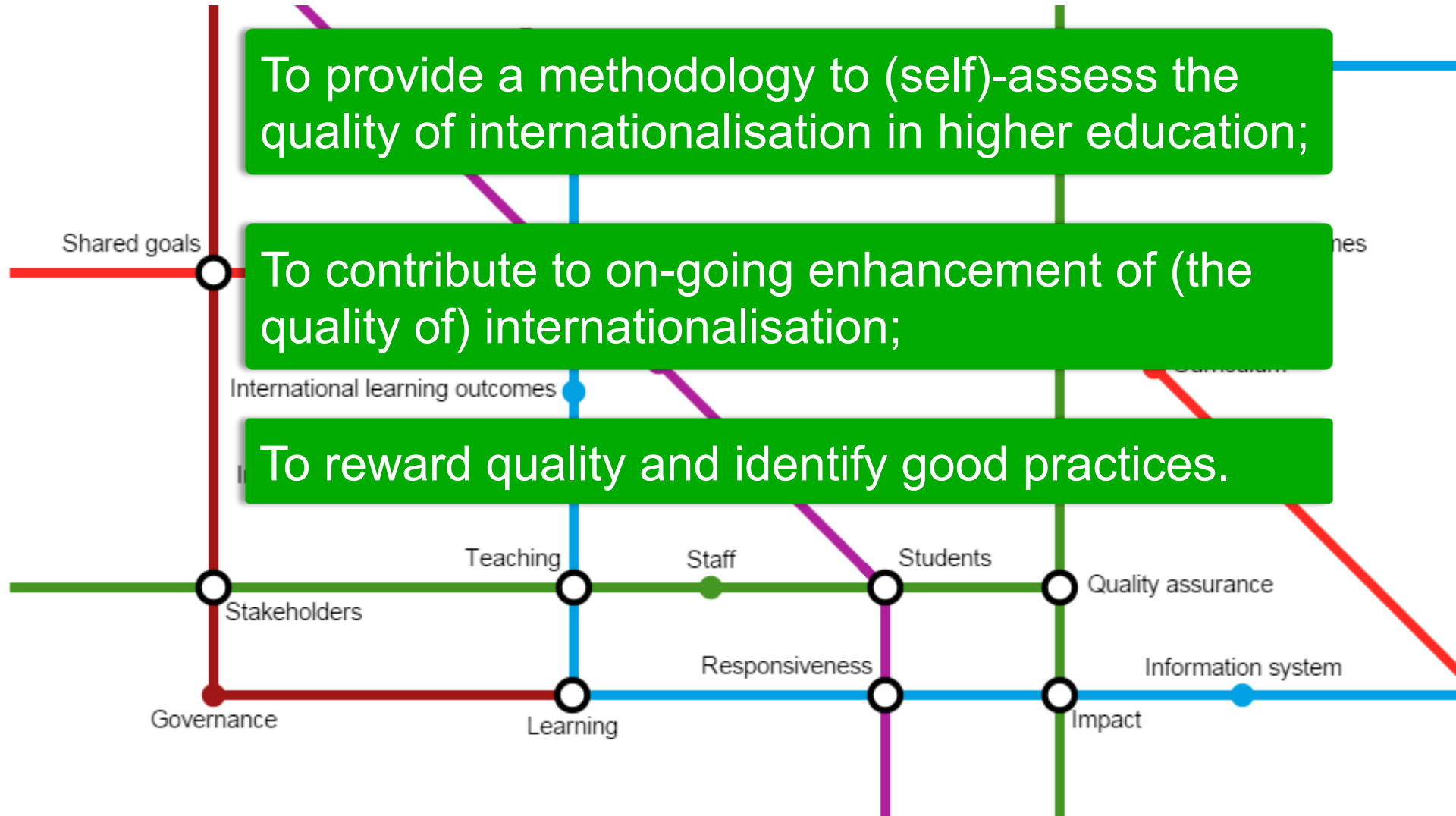
Making the assessment of internationalisation tangible

WHY?

To provide a methodology to (self)-assess the quality of internationalisation in higher education;

To contribute to on-going enhancement of (the quality of) internationalisation;

To reward quality and identify good practices.



The assessment of the quality of internationalisation

How?

Proprietary responsibility with ECA:

- Methodological consistency;
- Training of experts and coordinators;
- Publishing of reports, good practices & awarded Certificates.

ECA members:

- Coordinate assessment procedures;
- Possibility to integrate in regular procedures;
- Due process

Shared goals

International learning outcomes

Graduate achievement

Curriculum

Student assessment

Governance

Learning

Impact

WHAT?

Shared goals

In

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Learning

Impact

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THANK YOU

