Internationalizing Short-term Programs in Higher Education

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Internationalizing Short-term Programs in HE

- **Internationalization in HE**
  - [OECD Report (2014)] 5 million students in mobility programs (annual increase of 10%)

**Global HE student mobility (M)**

[Graph showing HE student mobility from 2001 to 2025 with a steady increase]

**Top Hosts of International Students – 2016**

- **United States**: 1,043,839
- **United Kingdom**: 496,690
- **China**: 397,635
- **France**: 309,642
- **Australia**: 292,352
- **Russia**: 282,921
- **Canada**: 263,885
- **Germany**: 235,858
- **Spain**: 152,062
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- **Other**: 1,177,178

**Est. Total**: 4.1M

*Source: Institute of International Education*
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LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY HOST COUNTRY

Canada
- CHINA - 63,980
- INDIA - 44,895
- FRANCE - 18,525
- UNITED STATES - 10,705
- SOUTH KOREA - 9,175

Dominican Republic*
- HAITI - 6,945
- UNITED STATES - 1,984
- PUERTO RICO - 581
- COLOMBIA - 185
- VENEZUELA - 185

United States
- CHINA - 326,547
- INDIA - 165,918
- SAUDI ARABIA - 61,287
- SOUTH KOREA - 61,007
- CANADA - 26,973

Finland
- RUSSIA - 3,494
- GERMANY - 2,469
- CHINA - 2,323
- VIETNAM - 1,927
- FRANCE - 1,617

France
- MOROCCO - 36,768
- CHINA - 26,063
- ALGERIA - 22,860
- TUNISIA - 12,077
- ITALY - 11,188

Germany
- CHINA - 30,259
- INDIA - 11,635
- RUSSIA - 11,534
- AUSTRIA - 9,675
- FRANCE - 7,305

Netherlands
- GERMANY - 22,173
- CHINA - 4,342
- BELGIUM - 2,688
- ITALY - 2,618
- UNITED KINGDOM - 2,305

Russia
- KAZAKHSTAN - 70,747
- BELARUS - 22,199
- UKRAINE - 20,342
- CHINA - 20,209
- UZBEKISTAN - 18,402

Spain
- ITALY - 10,993
- FRANCE - 8,754
- GERMANY - 6,427
- UNITED STATES - 5,882
- MEXICO - 5,104

Sweden
- FINLAND - 3,504
- GERMANY - 2,264
- CHINA - 2,184
- FRANCE - 1,828
- SPAIN - 1,071

United Kingdom
- CHINA - 94,985
- UNITED STATES - 27,650
- MALAYSIA - 19,485
- INDIA - 18,950
- GERMANY - 18,135

Total number of international students in host country:
- > 1,000,000
- 100,001–500,000
- 50,001–100,000
- 20,001–50,000
- ≤ 20,000

*Dominican Republic data reflects full-degree MECyT scholarships only.

Source: Project Atlas, 2016
USA Mobility Trends

In 2014/15 there was an increase of 3% over the prior year in the number of U.S. students studying abroad.

USA students to study abroad over last 30 years tripled to over 300,000 (2014-15) (IIE)

32% of U.S. study abroad students are hosted by the United Kingdom, Italy, and Spain.

TOP FIVE MAJOR FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS

- STEM Fields: 24%
- Business: 20%
- Social Sciences: 17%
- Foreign Language & International Studies: 8%
- Fine and Applied Arts: 7%
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Short-term Study Abroad Programs (SSAP):

- **Definition:**
  - LENGTH: 2 months or less in the target country (IIE, Donnelly & Smith 2009) – or 2 weeks to 3 months (Long et al 2010).
  - Context: academic/professional/experiential/cultural; Faculty-led, on-site visits, etc. (Engle & Engle 2003)
  - Demand increasing worldwide (Martinsen 2011), fastest-growing sector in the field (NAFSA)

- **Reasons for Short-term Study Abroad Programs (SSAP):**
  - more affordable (cost)
  - academically flexible (time constraints, traditional vs non-traditional students)
  - Legal and administrative (visas)
  - intensive (Donnelly-Smith 2009, Gordon 2009)
  - fun & learning experience (Younes and Asay 2003)
  - integrative vs instrumentally-oriented (Allen & Herron 2003)

- **Criticism:** educational travel programs as a “form of tourism” (Tarrant et al 2012), “commodification” (Zemach-Bersin 2009), (lack of) pre-linguistic and cultural preparation, conflicts with on-site adjustment

“In some categories of factors, summer students were as likely or more likely to achieve sustainable benefit from studying abroad in comparison with semester students.”  (Dwyer 2004: 161)
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- **Types of SSAP** (Soneson et al 1997, 5-levels Engle & Engle 2003):
  - **GOALS & VALUE**: academic, cultural, professional, experiential learning
  - **LENGHT & PERIOD**: 2 weeks up to 2 months (Summer, Christmas, Easter, etc)
  - **SUBJECT & LANGUAGE of instruction**: Language programs, content-related (business, STEM), etc
  - **ACADEMIC CONTEXT**: direct enrolment/hybrid/island program (Kehl and Morrison 2008), local vs international (branch campus, integrated model, mixed model, etc) public vs private institution (third-party providers, affiliated programs), etc
  - **ACCREDITATION & ACKNOWLEDGEMENT**: credit recognition, non-degree vs degree, type of certificate, etc
  - **STUDENTS & FACULTY**: general vs specific, traditional vs non-traditional, etc.
  - **LOCATION & SERVICES**: one-site vs joint programs, housing (apartment/residence/host families), etc
  - **COST & FUNDING**: financial issues (non-profit vs profit, grants, assistantships, etc)

"Focused and reflective interaction with the host culture is finally what separates study abroad from study at home. And the degree to which program design facilitates such experience is what most distinguishes one study abroad program from another." (Engles & Engles 2003: 4)
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• *The Rafael Altamira Summer Program (UA) - GOALS*

– **Interdisciplinary and multicultural:**
  • Different disciplines (Humanities, Business, Sciences, etc)
  • Different cultures (cross-cultural, global awareness, global perspective (McCabe 2001)
  • Different Languages (Spanish, English, Catalan, French, etc)

– **Professionally-oriented**
  • ICALI-Lawyers, Spanish National Police, etc
  • Sponsors and collaborators

– **International**
  • **co-organized** (Memphis, CMU, Western Illinois)
  • **co-branding** (EDHEC Business School, Graz Univ., etc)
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- Rafael Altamira Summer Program: Student Enrolment

![Graph showing Total number of students and Number of students, with data points for the years 2005 to 2012.](graph.png)
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- RA Program students: *countries of origin* 2012
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Co-organizing Institutions

• University of Misouri – College of Business (USA)

• University of Memphis (USA)

• Central Michigan University (USA)

• Rutgers University (USA)

• Western Illinois University (USA)

• ITEC - Instituto Tecnológico de Monterrey (Mexico)

• Glasgow Caledonian University (UK)

• Wargeningen University (Netherlands)
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- Summer Business Program (SBP)
  - University of Missouri

- Spanish Culture and Society (Masters)
  - Central Michigan

- English/Spanish as Foreign Languages
  - Univ of Memphis

- International Economy
  - Rutgers University

- Agrotechnology
  - Tec Monterrey

- Business, Economy & Society
  - Glasgow Caledonian Univ.

- Public Health Assets
  - Wargeningen University
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• **Challenges**
  - **Management**
    - Flexibility & negotiation
    - Services
    - Financial issues
  - **Academics**
    - Academic Standards
    - Acknowledgement
    - Faculty coordination & involvement
  - **Student**
    - interaction
    - Assistants
    - Activities
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• Challenges
  
  – Academics:
    
    • Academic Standards
      – Course planning (in/out of class) and (e-)materials
      – Methodology/ies
      – Assessment criteria and implementation

    • Acknowledgement
      – Spain/EU vs USA systems
      – Credit transfer
      – Academic vs Professional certificates (TESOL)

    • Faculty coordination & involvement
      – Lead Professors
      – Formal & Informal meetings
      – Media coverage
      – Potential collaboration: research & publications
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• Challenges

  – Student

  • Cross-cultural and multilateral interaction (teacher-student and student-student)

  • Student assistants (group leaders, tuition fees, accommodation grants, certificate)

  • Activities (involving & diverse, content-related & experiential, teacher-designed & student-designed, etc)
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- **Communication & Marketing** (media coverage & impact)

- **Traditional**: Newspapers, Radio and TV stations, live programs, press interviews, etc

- **New media**: The Internet, Social Networks (FB, Twitter, etc), podcasts, etc (‘digital natives’)

Los cursos de verano de la UA apuestan por atravesar fronteras y por la actualidad.

La solución a la crisis es “política, no económica”, asegura un experto.

El futuro del curso de verano en el ámbito de la universidad es un tema que se desarrolla en el actual contexto económico.

Un centenar de personas se inscriben en el curso de Gestión de Empresas de Moda de la Universidad de Alicante.

FEMPA acude a la presentación, por primera vez en la provincia, del “Innovando... a la Universidad”.
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A Case Study: TESOL/ ELE Program
(Univ of Memphis/UA)
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- **TESOL/ ELE Program:**
  - **Previous research:**
  - **Background**
    - Memphis Faculty members - Master’s Program Alicante
    - Co-organized with Memphis (TESOL Program in Memphis)
  - **Length:** June, 3-week program (Total: 40 hours)

![TESOL/ELE Graph](image)
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• **TESOL/ ELE Program:**
  – **Accreditation:** ECTS certificate (UA) & TESOL certificate (Memphis)
  – **Logistics:** individual arrival, no pick-up, Residence Villa Universitaria, ‘Hogueras’ Festival
  – **Coordination:**
    • **Administration:** pre-arrival and on-site (Orientation, campus & city tour)
    • **Academics:** 4-5 Faculty members involved (2-3 from Memphis, 2 from Spain), Professors (UA/UM), 4-5 student assistants (2 Memphis, 2 UA, 1 from elsewhere)
  – **Cost:** 120 (Memphis students), 170 Euros (non Memphis students)
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• TESOL/ ELE Program
  – **Academics** (same classes every year):
    • **Language**: English and Spanish
    • **3 sections**
      – **Morning Session**:
        » **Practice** (2 hours) – Context-oriented classes
          • **ELE** (9-10am): Spanish students in 4-5 groups teaching Spanish to classmates
          • **TESOL** (10-11am): Non-Spanish students (mostly Memphis & others) in 4-5 groups teaching English to Spanish classmates
        » **Theory** (2 hours)
          • Feedback and Reflection
          • Faculty-led and class preparation
  – **Afternoon Activities**:
    » Cultural visits: student interaction, out-of-the class contact with L2
    » Local immersion: celebration of the festival of Hogueras (1 week)

High and possibly unrealistic expectations for L2 development in short-term study abroad stays may be a common phenomenon.
(Badstübner & Ecke 2009: 47)
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Cultural activities
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• Conclusions:
  – **Short-term Programs** on the rise (big market in education and internationalization)
  – Academically and financially **diverse**
  – **Co-organized** and co-branding as a form of collaboration
  – **Flexibility** at different levels (academic, financial and management)
  – Multilateral institutional **commitment**
  – Learning outcomes **assessment** (academic, experiential)
  – **Cross-cultural interaction**, global perspective vs student/client (‘island programs)
  – Positive **impact** on students, institutions and communities
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References

– Badstübner, T., & Ecke, P. (2009). Student expectations, motivations, target language use, and perceived learning progress in a summer study abroad program in Germany. Die Unterrichtspraxis/Teaching German, 42(1), 41-49.
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References