



## International versus Global?

An increased focus on globalization and local/global dynamics as well as considerations of what constitutes a “nation” or the “international” have shifted our understanding of post-secondary internationalization efforts.

Relatedly, emphasis on locally-engaged practices that facilitate improved understanding of intercultural dimensions in teaching, research and service to society have seen the emergence of terms such as: “global citizenship education”, “locally-based global learning” and “fair trade learning”.

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**Global Citizenship Education:** “aims to *empower learners* of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies”.

It is based on three domains of learning:

- **Cognitive**  
Knowledge and thinking skills necessary to better understand the world and its complexities
- **Socio-emotional**  
Values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully
- **Behavioural**  
Conduct, performance, practical application and engagement

(UNESCO, 2019)

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The term *global citizenship* is often used in university internationalization strategies to reinforce the importance of student learning and preparing the next generation for the global job market.

**Community-based global learning** and **fair trade learning** focus primarily on the student experience in terms of student/community interfaces to highlight the value of critical reflection on social, economic, political, environmental and other dimensions that affect societal change.

(See Hartman et al at [www.GlobalSL.org](http://www.GlobalSL.org)).

While a core part of post-secondary internationalization strategies, the emphasis on student learning does not fully encompass the breath of internationalization activities carried out by universities.

## 2. Internationalization Activities in Post-secondary Institutions

Internationalization in post-secondary institutions is generally comprised of strategies and activities related to:

- International student recruitment (and retention)
- International experiential learning
- International research opportunities
- Institutional partnership arrangements

## The Future of University Internationalization

Proposed strategies for post-secondary institutions to improve their internationalization efforts:

1. Consider innovations to better link programming and activities across core strategies; and
2. Deliberately link local knowledge, learning and practice with global realities and practices.

## Examples:

- a. Improve international student experiences through a deeper institutional commitment to global knowledge sharing:
  - Expand university programming to ensure enhanced intercultural experiences on campus between international and national students.
- b. Ensure knowledge sharing through international research activities by more actively involving community partners and/or students (with scholar/practitioner collaboration).
  - Build in incentives in international research to ensure better reciprocity in knowledge creation and knowledge sharing.

## 3. Mapping Current Internationalization Efforts at the uOttawa

Where and how does internationalization and community-based global learning happen at uOttawa?

- Presence of international students
- Study abroad, field schools, and international internships
- Institutional partnerships
- International research projects
- Curriculum, courses and programs offered on campus
- Community service learning (CSL)
- uOGlobal recognition

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## Questions for Discussion

1. How do you contribute to internationalization in your own work?
2. Through this mapping exercise where are there gaps or areas of improvement in uOttawa's internationalization work and what might we do to promote improved internationalization on campus?

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## 4. Additional resources

### For more information see:

Hartman, Eric et al (2019). "Community-based Global Learning".

See: <https://compact.org/global-sl/gsl-research/global-service-learning/>

Knight, Jane (2015). "Updating the definition of internationalization" in *International Higher Education*.

See: <https://ejournals.bc.edu/index.php/ihe/article/view/7391/6588>

UNESCO, 2019.

See: <https://en.unesco.org/themes/gced/definition>

University Canada, 2019.

See: <https://www.univcan.ca/media-room/publications/north-south-mobility-canadas-universities/>

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