

## KEY DEFINITIONS

The **HEIDA project and the HEIDA free online tool** to collect and monitor internationalisation indicators at institutional level are a direct evolution of previous projects developed in the European Union at country level and the desire of the project partners to develop an approach that would make internationalisation data and indicators more accessible and useful for decision making at their institutions.

Below you will find the key definitions that guide its design.

### KEY DEFINITIONS

#### Internationalisation of higher education institutions

For the HEIDA project **internationalisation** is understood as *“the process of integrating an intentional, intercultural or global dimension into the purpose, functions and delivery of post-secondary education”*. This is the definition provided by Jane Knight in 2005 and that is widely recognised today as the mainstream definition of the concept.

#### Rationales for internationalisation of higher education institutions

Bernardo (2003, p. 5) identified two major rationales of internationalisation as

1. “Internationalism”: focuses on cultural/social development and integration, seeking to develop “international cooperation for the common good and the appreciation of international character or quality in education” (2003, p. 6). Internationalism is associated with: international student mobility/exchange programmes; teacher development and exchange; research collaborations; internationalising curricula as foreign language studies; internationalising curricula as building international perspectives.
2. “Open market transnational education”: is “designed to capitalize on the opportunities afforded by the changing demands of a globalized world economy” (Bernado, 2003, p. 16). This rationale is associated with activities such as: distance education; twinning programmes; articulation programmes; branch campuses; franchising arrangements; and internationalising standards and quality assurance of curricula.

Credit: Harvey, L., 2004-16, Analytic Quality Glossary, Quality Research International,  
<http://www.qualityresearchinternational.com/glossary/>

#### Data based or evidence based decision making for internationalisation in higher education institutions

The HEIDA project recommends that higher education institutions adopt practices that regularly make use of data or evidence to guide its strategic thinking and action in the process of internationalisation for the following reasons:

- A central consideration for internationalisation has to do with *results*, understood as short-, medium- or long-term effects thought to be connected to the efforts undertaken.

- Making sense of the results of internationalisation: relates to questions of quality, accountability and credibility.
- Internationalisation efforts absorb resources and as institutions we are accountable for your actions and expenditures.
- If you agree that internationalisation adds value to your institution and stakeholders, then you must be able to demonstrate how, and to what extent, this is so.
- Data and indicators serve as one type of “building block” for institutions/units interested in making better sense of their work in this area.
- Why indicators? They are a structured mechanism for gathering different kinds of data which, particularly when compared over time, may point to trends or allow for a comparison of performance within or across institutions/units.

**Factors that influence in decision-making based on data** (Source: Marsh, Pane i Hamilton, 2006:8-9)

- Data accessibility;
- Quality of the data (real o perceived);
- Motivation in using data;
- Ability and Support;
- Curricular pressure;
- Time constraints;
- Organizational culture and leadership;
- History of the status of accounts

**How to use data for decision making in management of higher education institutions** (Source: Verbiest & Mahieu 2013, 22)

Type of management activity	How to use data and what type of data is required
Diagnosis and teaching –learning problems clarification (individual or group decision-making)	Analyze how and how and for what purpose the students’ learning match the standards set by the system.
Establish alternative lines of action (internal use)	University managers use data in order to evaluate programs or curricula approaches and to analyze its potential compared to other alternative programs.
Justifying taken decisions (external purposes)	The data (eg. relating to: characteristics of students, learning outcomes, program benefits, etc.) is used selectively in order to justify the opportunity of the measures taken based on them.

Contrasting with other information requests (especially with external purposes)	University managers carefully generate the information required by external agencies, authorities or funding groups, for example: the description of how the groups operate or how they are assessed.
Report daily practice (internal purposes)	Data is used by administrators and teachers in order to guide internal practice. Data can be formal or informal and they can be analyzed and interpreted directly by academics to refine their teaching process.
Manage meanings, culture and motivation (internal purposes)	Data help university managers to better understand and to guide cultural aspects at the workplace, showing teachers how the organization accomplishes its objectives, what it is taking into account in their work and what kind of professional learning needs exist .