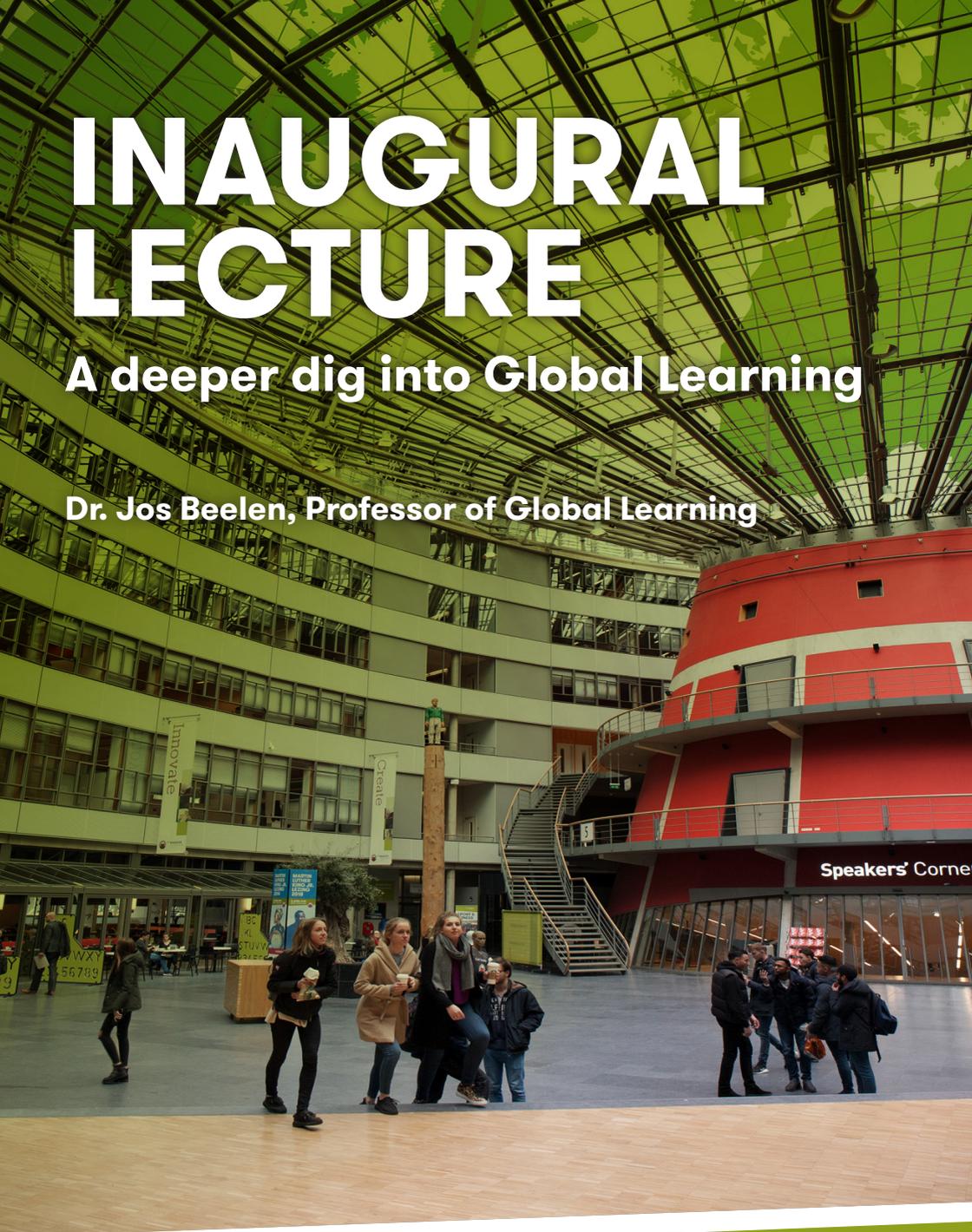


# INAUGURAL LECTURE

A deeper dig into Global Learning

Dr. Jos Beelen, Professor of Global Learning



**let's change**  
YOU. US. THE WORLD.

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES



## Inaugural lecture of Dr. Jos Beelen as Professor of Global Learning at The Hague University of Applied Sciences, introduced by Rajash Rawal, member of the Executive Board, on 26 September 2018.

Members of the Executive Board of The Hague University of Applied Sciences, researchers and colleagues from our partner institutions abroad in Belgium, Colombia, Germany, Ireland, Italy, Norway, Spain and the United Kingdom, colleagues from Dutch educational institutions and organisations, THUAS colleagues, colleagues that attend via livestream, friends and relatives, ladies and gentlemen.

International education is a relatively new field and until recently, there was no formal education to prepare practitioners. This means that people working in international education are a colourful and diverse group, coming from a wide range of disciplines, which definitely adds to the attraction of the field. I call international education a field rather than a discipline since it is composed of a variety of established disciplines, such as languages, educational sciences, psychology, business, anthropology, history and even, in my case, classical archaeology.

For this lecture, I have chosen to return to my original discipline and discuss global learning as the stages of an archaeological excavation. Cutting through the subsequent layers represents a history of international education but also my own professional history. By digging deeper down, layer after layer, I hope to uncover the essence of global learning in order to make its benefits available for all our students.

This lecture consists of four sections. In the first section, I want to go back to the time when archaeology was a new discipline and see what we can learn from the research conducted at that time.

In the second section I will reveal the layers of internationalisation and global learning until we come to the layer that we are currently exploring.

In the third section, I will look at some of the factors and trends that will have an impact on global learning in the years to come. This shows that circumstances are quite different from when the excavation started and that global education is therefore dynamic.

Finally, I will discuss what research the Research Group Global Learning will conduct, how and with whom, in the coming years.

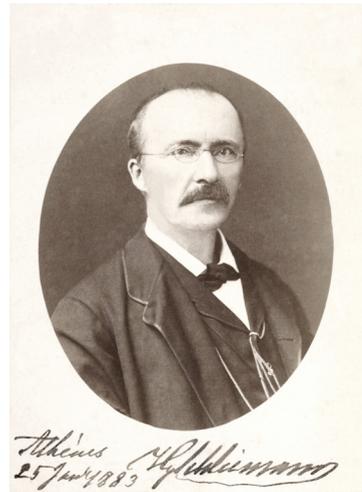
# When archaeology was a new discipline: a lesson in methodology

Until well into the 19th century our knowledge of antiquity was mostly based on literary sources, visible remains or easy to excavate sites, such as Pompeii and Herculaneum that yielded a wealth of objects that could be displayed in museums and collections.

## Heinrich Schliemann

One of the first to do archaeological research in the sense of real fieldwork was Heinrich Schliemann (1822-1890).

Schliemann was determined to prove that Homer's Troy really existed. In 1871, he started his excavations at Hissarlik on the west coast of Turkey, about 200 hundred kilometres north of where I did my own fieldwork. Schliemann was convinced that Homer's epic poetry could be taken literally and was determined to find the exact locations where the *Iliad* had been enacted. We now know that Schliemann allowed himself to be thoroughly misguided. Not only did he interpret his findings in the light of what he wanted to find. He even went a step beyond and combined different finds to form the famous treasure. Part of his drive was his lack of academic background and the wish to convince his critical academic opponents (see Traill, 1995).



Heinrich Schliemann in 1883  
Source: <https://hubpages.com>



*Sigmund Freud in 1885*

*Source: Wikipedia*

Freud has therefore been called a 'psychological archaeologist'. He owned nearly 3,000 archaeological objects and had them lined up on his desk at Berggasse 19.

Like Schliemann, Freud allowed himself to interpret findings in a way that suited him. When he researched the effects of cocaine on muscle power he found that these were considerable but he omitted to mention that the person that he tested the cocaine on was in fact himself. He then went on with an experiment to cure his friend Von Fleischl from a morphine addiction with cocaine. When the experiment ended disastrously he decided to downplay his cocaine research and never mention it again (see Israëls, 1993).

## **Sigmund Freud: a psychological archaeologist**

Schliemann's work was used as a metaphor by Sigmund Freud (1856-1939), who considered psychotherapy a form of archaeology in the sense that psychotherapy also removed subsequent layers to reveal the origin of mental phenomena. Freud himself is supposed to have told his patient Wolf Man: "The psychoanalyst like the archaeologist in his excavations must uncover layer after layer of the patient's psyche before coming to the deepest most valuable treasures" (Von Unwerth, 2005).



*Sigmund Freud's desk at Berggasse 19*

*Photo: Edmund Engelman*

*Source: <https://nl.wikipedia.org>*

Freud thus acted in the opposite way that is associated with self-plagiarism (if that exists, see Schuyt, 2014). Instead of presenting findings from earlier publications as new, he resorted to filtering his earlier research out of his work and never referred to it again. We may call this reverse self-plagiarism.

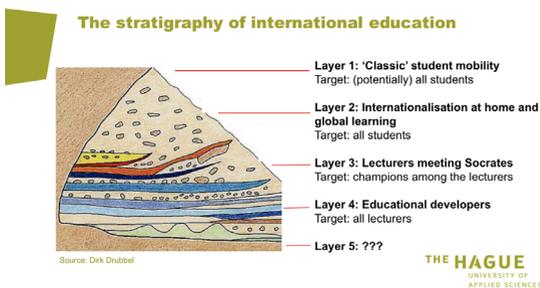
## **What can we learn from Schliemann and Freud?**

The early research by Schliemann and Freud serves as a reminder to current researchers that bias is a critical issue, particularly now that we have seen limitations of quantitative research in internationalisation of educations and are increasingly focusing on qualitative studies.

Schliemann and Freud remind us that data collection and analysis by the same person may not be a good idea, particularly if we researchers in universities of applied sciences are studying the educational practice that we ourselves form a part of. The complicated issues that we work with, within complex organisations, in which functions and roles are mixed up, may lead us to resort to our own lenses to make sense of this reality. We therefore need a robust methodology for our research.

# The stratigraphy of international education

In this section, I want to discuss the layers of internationalisation, or the stratigraphy, as it is called in archaeology. Although internationalisation of education is a relatively new phenomenon, several layers can be distinguished.



## The first layer: 'classic' internationalisation through student mobility

Internationalisation of education is still overwhelmingly associated with mobility. Yet, only a minority of students make use of this opportunity. Data published by Statistics Netherlands (2018) show that on average 22% of Dutch students in higher education went abroad for at least 15 EC in the academic year 2015-2016.

Research from Norway (Saarikallio-Torp & Wiers-Jenssen, 2010) and the United Kingdom (King, Findlay & Arens, 2010) shows that most of these students belong to a 'cultural elite' with a mindset that determines that they have already decided to study abroad before they even entered the university.

In Europe, we have Erasmus grants and can easily access countries with other cultures and languages (the legendary 'internationalisation on your bike'). Therefore, it has been thought that *socio-cultural* factors were more relevant than *socio-economic* factors as obstacles to student mobility. Yet, nearly 50% of students in Dutch universities of applied sciences indicate that they find study abroad "too expensive" (Statistics Netherlands, 2018). The current loan system for students in Dutch higher education leads them to reducing the debt incurred, for example by part time jobs, which subsequently act as an obstacle to mobility. We also have indications that

the grant system leads students from families that depend on social benefits to not pursue higher education at all (Nederlandse Omroep Stichting, 2018, 23 July).

But even when students go abroad, we are not sure if what they learn is intended. Several studies (European Union, 2014; Centre for International Mobility, 2014) indicate that students can acquire transversal skills through study abroad, but it is possible that those students already had those skills and that transversal skills were in fact the motivation for -rather than the outcome of- study abroad.

Among these transversal skills we include intercultural communication, critical thinking, problem solving and empathy. We know that employers are looking for graduates with these skills (see World Economic Forum, 2016) and we, as universities of applied sciences, find them important as well. Therefore, research into shaping these transversal skills into educational practice has been conducted, also at THUAS (Biemans, Sjoer, Brouwer & Potting, 2017). While we want to meet the demands of the labour market, we should remain aware that education is more than an engine for economic growth.

I myself was motivated to study abroad and went to Turkey for almost a year. I was in no way prepared for the experience. I had never heard of intercultural communication. While the setting at the host university was relatively familiar, doing fieldwork was an entirely different matter. As a consequence, I made mistakes, suffered and came back with lessons learned.

That students can only learn global skills abroad should now be critiqued as an outdated notion. In cities like The Hague, international and multicultural learning opportunities are ubiquitous. The down side of this is that it may easily convince our students that eating kebab and Mexican food, gaming online, in combination with a weekend in Barcelona with a budget airline and there 'live like a local' through Airbnb makes them international.

Efforts over a long period of time to send the great majority of our students abroad have proved unsuccessful, but many policies still focus on it. They see mobility as the norm and

internationalisation at home an alternative for the unfortunates who, for whatever reason, cannot go abroad. This view is found in the most recent Dutch policies such as those of the Dutch Ministry of Education (Ministerie van Onderwijs, Cultuur en Wetenschap, 2018) and the joint university associations (Vereniging Hogescholen & Vereniging van Samenwerkende Nederlandse Universiteiten). We see the same misconception in the new Swedish internationalisation policies (Swedish Government Inquiries, 2018).

An exception is the Education Council (Onderwijsraad, 2018) that recommends taking the home curriculum for all students as the starting point of internationalisation.

## The second layer: internationalisation at home and global learning

Already in the 1990s, questions started to be raised about the limits of student mobility. In Malmö, Bengt Nilsson coined the term 'internationalisation at home' and explored possibilities for international and intercultural learning in and around the university, that would be accessible to all students. This resonated in the Nordic countries, The Netherlands and Flanders, countries with small languages and relatively small populations.

Internationalisation at home is currently developing in Germany and Austria, but it is still largely absent in southern and eastern Europe. Countries in which internationalisation at home has developed all have a binary system of higher education, with universities of applied sciences and research universities. A future research topic would be the potential correlation between internationalisation at home and the binary system.

Internationalisation at home in Europe was redefined in 2015 as:

Internationalisation at home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015, p. 76).

Internationalisation at home and global learning developed in parallel. The first conference in internationalisation at home was held in Malmö in 2003. I participated in that conference, met like-minded people and became involved in the working group internationalisation at home within the European Association for International Education as a consequence.

Around the same time, in 2002, Global Education Network Europe (GENE) issued its *Maastricht Declaration on Global Education in Europe* (see O'Loughlin & Westmont, 2003) After much discussion, global learning was redefined, also in 2015, as:

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015).

Further elaboration resulted in the following:

*By including the global dimension in teaching, links can easily [my italics] be made between local and global issues and young people are given the opportunity [ibid.] to:*

- *Critically examine their own values and attitudes*  
*Appreciate the similarities between peoples everywhere, and learn to value diversity*
- *Understand the global context of their local lives*
- *Develop skills that will enable them to combat injustice, prejudice and discrimination*  
*(O'Loughlin & Westmont, 2003)*

Two aspects stand out when we review these definitions and descriptions.

The first is that the definition of global learning, unlike that of internationalisation at home, does not mention the crucial element that it should be for all students and therefore inclusive. This is a key issue and I therefore propose to add 'for all' to global learning as we enact it at THUAS.

Furthermore, the concept of global learning does not offer directions for its implementation. It claims that links between the local and global are "easily" made, while our experiences with curriculum development suggest otherwise. Also, it is not sufficient that young people are "given the opportunity" because many may not grab it. On the other hand, internationalisation at home stresses purposefulness and therefore points to learning outcomes and also mentions "integration" into teaching and learning. Global learning includes the 'diverse' and internationalisation at home the 'intercultural', which is relevant for our diverse student population at THUAS.

Therefore, I further propose to consider *internationalisation at home* and *global learning for all* overlapping and complementing concepts. Doing so stresses that we need to integrate the local and the global in all our curricula, foremost those delivered in Dutch, which enrol 93% of our students. If we want to be inclusive in our approaches, we cannot rely on electives, chosen by a minority of students. This would make internationalisation of our teaching and learning the exclusive property of the minority that chooses such electives. We suspect that choosing an international classroom in English, as an alternative to study abroad, has an elitist quality, which clashes with the social equity of internationalisation and the focus on world citizenship for all students that characterise THUAS, and which find its basis in the institutional vision on education (The Hague University of Applied Sciences, 2017).

The second aspect that strikes us when we review these concepts is the western paradigm that is found in both internationalisation at home and global learning, with its appreciation of diversity, social justice and democracy and human rights, which are not understood in the same way in the rest of the world and may even be resented. However, that human rights are considered a western concept, is a denial of the 'Universal' in the Declaration of Human Rights (United Nations, 1948)

Increasingly and alarmingly, these values are under pressure within the western world as well, and characterised as the hobby of an elite that operates in a bubble and is out of touch with reality. Yet these convictions, for all their faults, have contributed to an unparalleled period of peace, and stability and prosperity for the west and it is difficult to see how dark and disruptive forces will be able to achieve the same. Therefore, Pinker (2018) defends human rationality and argues that rational deliberation is necessary to deal with the world.

Others such as Taleb (2018) argue that focusing on rationality makes us lose sight of randomness, which is an integral element of the world that we live in. In this view, rationality may lead to stereotyping and to the conviction that it is not necessary to engage with the world,

which is a key aim of global learning. Discussing rationality versus randomness should therefore be on our list of topics to explore with lecturers and students.

Another topic that requires discussion is empathy, which frequently shows in lists of transversal attitudes, fostered by international and intercultural education. However, empathy has also been critiqued for its potentially patronising character and its emotional quality. Bloom, in his *Against empathy* (2016) therefore argues the case of 'rational compassion'.

## The third layer: lecturers meeting Socrates

Internationalisation understood as a dimension of teaching and learning for all students means that the focus within universities is also shifting. It is no longer the international office that is responsible for internationalisation but it is the integral responsibility of programmes of study to internationalise teaching and learning in their own context. That brings lecturers to the centre stage of internationalisation.

However, it is not so simple as that. To the statement "give internationalisation back to the academics" some have added "and beware what you wished for".

It is already ten years ago that Sanderson (2008) wrote his influential article on the internationalisation of the academic self. He stated, for the Australian context, that academics have not been included in the internationalisation debate but that we nevertheless expect them to deliver internationalisation. Stohl (2007) wrote his article 'We have met the enemy and he is us' stating that academics themselves are an obstacle to internationalisation.

Long before that, US president Woodrow Wilson (1856-1924) had already stated "It is easier to move a cemetery than to change a curriculum" indicating that curricula are deeply rooted in (educational) tradition and that it requires a paradigm shift to overhaul them.



It is easier to move a cemetery than  
to change a curriculum.

— Woodrow Wilson —

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Quote by  
Woodrow Wilson  
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[www.azquotes.com](http://www.azquotes.com)

Yet, for archaeologists, moving cemeteries is not at all an impossible task, as graves and tombs are among the most frequently found remnants of the past and every archaeologist has had to deal with them, myself not excluded, when I did fieldwork in Turkey.



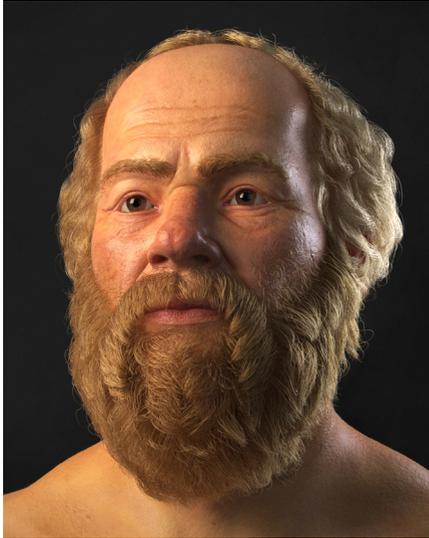
*Excavating a Roman cemetery at Klazomenai, 1987, Turkey  
Photo: Jos Beelen*

For lecturers, themselves a product of an educational tradition, it is not an easy task to 'step outside themselves' and include different local and global perspectives on their disciplinary content. Therefore, lack of skills for and engagement with internationalisation have for many years been considered a key obstacle in internationalisation across the globe. In fact it is considered the second biggest obstacle, after lack of resources (Egron-Polak & Hudson, 2010; 2014). This is why we called our 2017 conference hosted at THUAS, *The missing link*.

Universities have not made much progress with the professional development of their lecturers. Only 10% of European higher education institutions prioritise staff training for internationalisation (Sandström & Hudson, 2018, p. 16, figure 7). While 49% of universities report that they are undertaking training, it is not clear how they 'unpack this and whether they understand this as foreign language training, stimulating students to go abroad or doing research with international colleagues. However, the skills of academics for internationalisation have been 'unpacked' a while ago by my colleague Els van der Werf at Hanze University of Applied Sciences (Van der Werf, 2012).

In the discourse on internationalisation, the teaching skills for an internationalised curriculum have not received much attention as teaching ranks well below research in research universities. Universities of applied sciences are different in this respect and by their nature focus on teaching. Yet, also universities of applied sciences struggle with the teaching skills of their staff, although they have a compulsory Basic Teaching Qualification Programme, called 'Basiskwalificatie Didactische Bewaamheid' (BDB) in Dutch. But that Programme does not include internationalisation, which illustrates that teaching and learning on the one hand and internationalisation on the other are still tend to be separate discussions in higher education. We still have a long way to go when we want to equip but we have made progress.

At the Amsterdam University of Applied Sciences, we developed an approach in which lecturers worked in a disciplinary space, with a facilitator, a disciplinary outsider, asking questions. Therefore, an article that Hans de Wit and I wrote at this early stage has the title *Socrates in the Low Countries* (De Wit & Beelen, 2012).



*Socrates. Face reconstruction by Robert Kubus*

Socrates considered himself a midwife and that is what this approach in fact is:

I am so far like the midwife that I cannot myself give birth to wisdom, and the common reproach is true, that, though I question others, I can myself bring nothing to light because there is no wisdom in me" (Plato, *Theaetetus*, 150 b-c, Ed. W. Guthrie, 1971, p. 124).

This approach is not entirely without risk. In politically challenging circumstances, Socrates was accused of 'corrupting' the youth of Athens and forced to drink poison in 399 BC (see Stone, 1989)

A key question that remains after excavating and unpeeling this layer is how can we involve more than the 'champions' of internationalisation. Discussing the concept of internationalisation (at home) often remains a semantic activity and does not automatically lead to curriculum reform that benefits all our students. A key issue that remains is how we are going to involve more lecturers into the internationalisation process 'beyond the 'champions''. We need to involve a much wider group of lecturers if we want to integrate international, intercultural, local and global dimensions across all our teaching and learning. As far as educational design and articulating and assessing learning outcomes are concerned, we have seen that also champions of internationalisation need support with those.

## The fourth layer: academic developers

This brings us to the next layer, one that is largely unexplored yet. This is the layer of the academic developers that we need to support our lecturers in internationalising teaching and learning. Until now, they have hardly been included in the debate on internationalisation. Yet, they represent the bridge to systemic internationalisation (Mestenhauser, 2006), that is integrated in the core processes of the university.

This morning, at the symposium 'Beyond the champions', we discussed how we can enable and facilitate educational developers to work with lecturers. There is still much that we do not know about the role and involvement of academic developers.

What we do know it is that the task of the academic developer is responsible, complicated and deeply personal. Academic developers need to gain trust and credibility as disciplinary outsiders. They are committed to change but have to facilitate without sitting on the lecturers' chair. What other qualities do they need to have and how do they stand in the world? How do we prevent that they are experienced as exponents of doom and gloom in connection with quality assurance, accreditation and learning outcomes? And what is the role of management in this?

## What could be the next layers?

A next layer could be the role of leadership and management in internationalisation of curricula. Last June, in this same auditorium, a symposium was held on the occasion of the farewell of Susana Menéndez as member of the Executive Board of THUAS. There we discussed institutional leadership for internationalisation (see Beelen & Walenkamp, 2018). Hans de Wit (2018) suggested that we should make sure to also train leadership. My plea was to follow up institutional internationalisation policies with strategies that reach out directly into programmes of study and stimulate bottom up internationalisation by lecturers (Beelen, 2018).

## What does the stratigraphy show us?

Over the past 25 years, internationalisation has developed into something more than mobility. However, mobility for a 22% minority of Dutch students is still the norm and global learning at home for 78% of our students an alternative.

The debate on English medium education in the Netherlands is riddled with misconceptions and terminological confusion. The debate actually has many aspects, including political, financial and societal which leads to continued confusion and 'terminological fog'. Therefore, it would be wise to avoid the 'i' word altogether. Some resort to coining new terms for existing processes, thus making the situation worse. In the Dutch consensus context, concocting a new definition together is an important activity.

A key issue is that we continue to consider internationalisation (at home) and global learning as means and not as aims in themselves.

We can no longer afford to leave internationalisation to a small group of institutional leaders and champions among the lecturers. We need to be systemic.

We need to focus on educational developers who assist lecturers. Often there is no infrastructure for educational development, there is a lack of 'curriculum design culture', as Carroll (2015) calls it. Internationalisation and curriculum development are still experienced as two separate circuits. When the Flemish association of educational developers LNO2 held a conference on internationalisation of the curriculum in 2018, it was our trainers and international officers who attended, not our educational developers.

At the same time internationalisation or student mobility is no longer the exclusive territory of higher education. Secondary, primary and vocational education are now also contributing to the international orientation of their students and this is good news. However, we need to build on internationalisation in secondary and vocational education and not assume that students are blank pages when they enter the university and that they can only learn from us. Internationalisation is also not a western prerogative.

# In what kind of world will we research global learning?

“Over recent years, a harsher political and social context for global education has emerged.” This sounds like a typical recent remark but in fact it dates back almost fifteen years (North-South Centre of the Council of Europe, 2005, p. 9). In 2018, it seems like the situation has become even harsher.

This year, internationalisation of the home curriculum has been repeatedly mentioned as important in the light of geopolitical developments that may affect traditional mobility, such as Brexit and the Trump administration (see Altbach & De Wit, 2018).

Below, I will discuss nine trends, changing realities and ‘modern scams’ that affect the world around us, locally, regionally and globally therefore relevant to the global learning of our students and the global teaching of our lecturers. I will illustrate some of these with local cases that occurred very close to home over the past weeks.

All these cases show us two things. The first is that global learning is dynamic and requires us to constantly adapt our thinking and our teaching. The second is that critical thinking is more important than ever. It has advanced to the second place on the list of ten skills that the World Economic Forum (2016) considers essential in graduates. Arguably, the past two years have shown us that critical thinking should be at the top of the list. I will therefore join such diverse voices as De Jonge Akademie (2018) and Hart (2018) in their plea for ‘critical citizenship’ both at local and global levels. We should take care not to assume that our students have become less critical. The availability of information may also sharpen students’ awareness of what is happening in the world.

## 1 Climate change

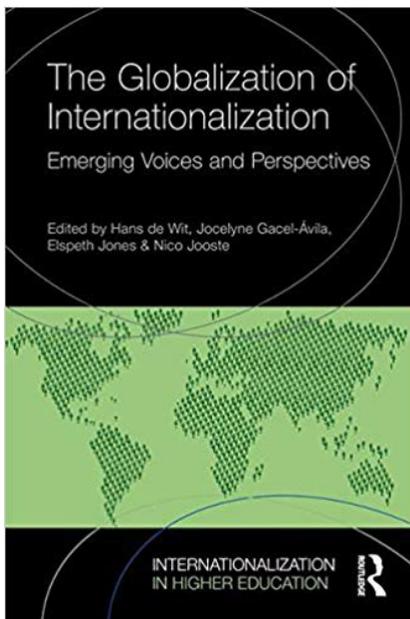
The carbon imprint of air travel on the environment and ensuing limits on air traffic may influence student mobility. In the case of *credit mobility*, this may reduce the flow of incoming exchange students, thus reducing the opportunities for home students to study together with international exchange students. This would mostly impact mobility from outside Europe as train travel would still be available for European students. To be sure, internationalisation

at home can also be enacted without international students and European students would still be available in addition to local diversity. However, fewer extra-European students would participate physically. This would lead us to rethink non-European perspectives and reconsider virtual means of bringing these into the curriculum. It may also cause us to rethink guest lectureships. While lecturer mobility leaves less imprint than student mobility, we may want to maximise the benefits and approach such mobilities in a more purposeful fashion.

Carbon imprint will also need an orientation on local and global perspectives from a societal perspective. This orientation may include such questions as who has the right to travel for which purpose and at what cost. The debate is on how to maintain a local living environment that is not dominated by tourists while being tourists ourselves when we travel, thus impacting the living environment of others. Raising awareness of these contradictions should very much be an aspect of global learning.

## 2 Has the West lost it?

One of those changing realities is the changing position of the West. Kishore Mahbubani points out that the period of western dominance can be seen as a relatively short interruption in a world order in which Asian powers were dominant. He therefore raises the question if the West has 'lost it' (Mahbubani, 2018).



We are currently going through a phase in which the West is being fragmented, the United States are no longer the automatically ally of Europe but rather out to challenge or even destroy the European project. Brexit shows that delusions of grandeur, empire and dominance are hard to overcome. The lesson that the United Kingdom could have learned after the joint intervention with France in the Suez crisis in 1956 (see the admirable episode of *The Crown*) had apparently still not been learned in 2016, when the Brexit referendum took place.

*Globalisation of internationalization*

Source: Routledge

Also in the internationalisation of higher education, the West may be leading but it is by no means the sole player. Internationalisation itself has become local and global (see Coelen, Jones, Beelen & De Wit, 2016). New initiatives increasingly come from outside the western world, which has led to the coining of the term *globalization of internationalization* (De Wit, Gacel-Avila, Jones, & Jooste, 2017). A next step is to adjust our imagery as the maps we use are still mostly Europe centred.

### 3 Mythos versus logos

We are now living in a world of 'alternative facts', in which some people consider anecdotal evidence more relevant than the outcomes of research. Statistics showing that crime is diminishing cannot be correct, because people have experienced crime in their own environment. Therefore, authorities must have manipulated the data.

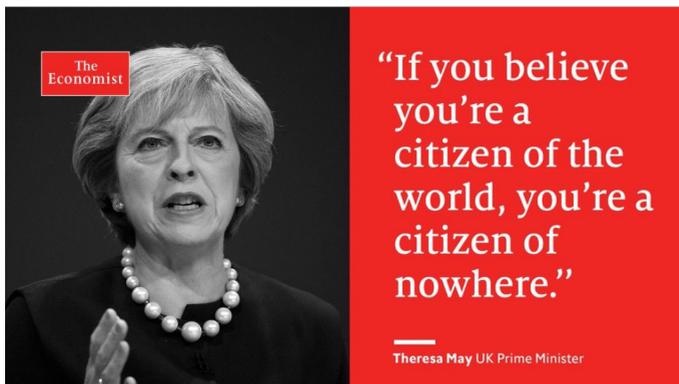
Compulsory vaccination for all children going to school was introduced in The Netherlands in 1823 but under pressure of orthodox religious groups, motivated not to interfere in the ways of the almighty, the legal obligation was dropped in 1928. Currently, some parents have other reasons not to vaccinate their children. These 'self-appointed specialists' congregate in social media and believe in unfounded links with autism and conspiracy theories about the medical industry. However, the decision not to vaccinate endangers the lives of other children and therefore raises the question to how individual and local choices can have global effects on the health of all. This is not an issue for students of health alone, but is relevant for all our students.

The discussion on genetically modified organisms (GMO) is another example. Many people are convinced that there are risks involved even if they have a limited understanding of GMO (see Lynas, 2018). The European Court of Justice has ruled against genetic modifications, but seen in a global perspective there is, at the same time, a pressing need to produce food for a rapidly increasing world population. In August 2018, *Science* published the DNA of wheat, making it possible to make crops resistant to disease and ensuring better harvests (Pennisi, 2018). Like vaccinations, this is an issue that affects us all, locally and globally, and the topic is not for students of food technology alone.

How to deal with the preferences of the individual versus the needs of the collective is an issue that is relevant to all our students and therefore, the debate should be facilitated by all our lecturers.

### 4 Rising nationalism and populism

We see these phenomena in many countries. On a global level, this manifests itself in distrust in international, supranational and global organisations, whether they be the United Nations, the NATO or the European Union. Nationalism and populism also leads to attacks on the concept of global citizenship. In the debate on Brexit the Brexiteers have been accused of lying.



Theresa May  
Source:  
*The Economist*

Harry Frankfurt, in his book *On Bullshit* (2005), argues that telling nonsense is actually, more dangerous than lying. While lies can be refuted by fact checking, nonsense may be factually true but irrelevant and only serves to confirm particular views. These are generally world views that need outsiders, intruders and enemies. What we want to achieve is to challenge our students to question their world view and paradigms.

## 5 Pedophrasty

This term was coined by Nassim Nicholas Taleb, who defined it as Argument involving children to prop up a rationalization and make the opponent look like an asshole, as people are defenseless and suspend all skepticism in front of suffering children: nobody has the heart to question the authenticity or source of the reporting. Often done with the aid of pictures.”<sup>1</sup>

We have seen pedophrasty occur in the framework of the refugee crisis and in the Syrian civil war and in some cases pictures had been taken years previously in entirely different locations.

## 6 Bigoteering

The term has been introduced by Tim Ferriss and refers to accusing or shaming people on accusations of sexism or racism. This is often done without looking at the accusation itself but by identifying unconditionally with the person who utters the accusation. We see this phenomenon developing against the background of the increased importance of identity and culture. The current discussion on the black assistants of St. Nicholas has led to some to accuse anyone who celebrates this children's feast of racism.

In August 2018, a man was fined 300 € fine for suggesting that a price should be set on the head of St. Nicholas and that he should be killed. The actor who played St. Nicholas feared assassination and sued the man for endangering his life (Nederlandse Omroep Stichting, 2018,

<sup>1</sup> <https://medium.com/incerto/pedophrasty-bigoteering-and-other-modern-scams-c84bd70a29e8>

31 August). The Dutch government, when pressed to take a stand on St. Nicholas and racism, had already pointed out that it had no opinion on fictitious characters.

## 7 Presentism

This can best be described as judging history by today's standards and condemning everything that does not meet those standards. Removing statues and renaming streets are prominent activities of the practitioners of presentism. This is also visible on campuses. At the University of Cape Town, where I lectured on a number of occasions, the statue of Cecil Rhodes, which had always been there as a discussion piece, was removed in 2015, as a consequence of the actions of the #RhodesMust Fall movement, thereby removing also the discussion itself.



*Removal of the statue of Cecil Rhodes from the University of Cape Town on 9 April 2015*  
 Source:  
*The Telegraph*

In the summer of 2018, Amsterdam feminists changed the name of the Marnixstraat, "since nobody knows who he is, so he can go" (De Ruiter, 2018). The activists were apparently not aware that Filips Marnix van St. Aldegonde (1540-1598) is considered the writer of

the text of the Dutch national anthem and that this was considered an important reason to name a major street after him in 1872. The Dutch national anthem, the second oldest in the world, was written at a time when the low countries were dominated by Spain. The uprising against the Spanish resulted in the Plakkaat van Verlatinge [Act of Abjuration] (1581) which established the Dutch Republic and in turn served as an example for the Declaration of Independence of the United States (1776). Renaming the street deletes the opportunity to discuss freedom and makes us lose a reminder that freedom does not go without saying, certainly not in a global perspective.

Even more surprising than erasing Marnix was to rename the Rokin (a medieval name for a quay) into *Beyoncé Boulevard* (De Ruiter, 2018). We want our students to realise that erasing street names cannot erase history and that those names serve to remind us why it is that we do not name streets after Marnix or colonial figures anymore.

## 8 Polarisation

The study by Kleijwegt (2016) demonstrated that we are faced with polarisation in the classroom. In this study, she describes how conspiracy theories as well as right wing populist views clash in daily practice in classrooms. Some of the examples are from THUAS and show that diverse classrooms are not automatically a success. Making diversity work requires skills of lecturers to manage classroom situations and facilitate global learning. However, Kleijwegt's study finds that teachers are hardly prepared for dealing with these issues. It is therefore of the utmost importance that we strengthen not only the international but also the intercultural dimensions of the Basic Teaching Qualification Programme and include explicit preparation for intercultural issues.

The internationalisation agenda of the Dutch universities and universities of applied sciences (Vereniging Hogescholen & Vereniging van Samenwerkende Nederlandse Universiteiten, 2018) curiously points at international classrooms as opportunities for meeting other cultures, but the reality is that our domestic classrooms here in The Hague are more diverse than our international ones. This underlines that diversity is an issue that affects all classrooms and therefore all lecturers.

## 9 Technology and its impact

In our drive to be considered innovative, we tend to embrace technology since we consider it equivalent to progress. However, many negative implications of technology have now become manifest. Technology supported platforms like Uber and AirBnB are forces to reckon with. The latter, in combination with budget airlines and overtourism has great societal impact. Institutional investors, who prefer to cater for expats and tourists buy up real estate and push up prices of student accommodation. These disruptive forces are built on libertarian principles glorify individual choices and initiatives, are suspicious or hostile to authorities and rules and refuse to share data with authorities. Within the Netherlands, these aspects are enacted mainly in Amsterdam (Schnitzler, 2018) but to a lesser degree also in The Hague and other major cities.

The same is true for innovation through technology, which we may not want to block because we generally believe progress is good. Yet, what is possible is not necessarily desirable. In order to enable the safe introduction of self-driving cars, pedestrians and cyclists would have

to behave in particular patterns in order to be detected. Apart from the fact that it would be virtually impossible for Dutch urban cyclists to behave in a predictable and responsible manner, the efforts over the past years have been towards more freedom and space for pedestrians and cyclists, not less.



*Rubens, The descent  
from the cross, 1612*

Source:

<https://www.artbible.info>

Social media increasingly caters to users who feel that they do not only have the right to their own opinion but also to their own reality. Even if they do not actively express this need, algorithms create this reality around them. Social media such as Facebook have transformed from connecting people to having hundreds of editors scanning millions of messages for fake or hateful content, causing social media now to be exposed as dividing people just as much as connecting them.

In the summer of 2018, Facebook relapsed into bigoteering in its attempts to ban nudity when it removed pictures of *The descent from the cross*, painted by Rubens in 1612, because it shows a bare chested Jesus. This prompted Visit Flanders to publish a video clip in which the Facebook brigade attempts to protect museum visitors with a social media account from being confronted with nudity.



*Tourists at the Piet Heintunnel*  
Source: AT5

An example of reliance on technology dates from July 2018. Four tourists were found cycling in Amsterdam's cars-only Piet Heintunnel, where cars rushed past them at 100 km an hour. They had followed their Apple GPS which indicated this route and announced that they would sue Apple if the police would fine them. They felt insulted when the police, in typically direct Dutch fashion, pointed out that they have a brain. Such reliance on technology is potentially dangerous and we want our students to think about societal consequences of technology for themselves and in a wider perspective, locally and globally. The tunnel in which this incident occurred is named after the Dutch admiral Piet Hein (1577-1629), will undoubtedly be on someone's list to be renamed.

## **Contemplating trends, changing realities and 'modern scams'**

All of the cases discussed above require critical thinking, connecting the local and global but also knowledge. De Jonge Akademie (2018) has urged research universities to focus on Bildung and skills for critical citizenship. This should apply just as much to universities of applied sciences and to any other educational setting.

Critical thinking is already an item on nearly every list of transversal skills. But are our curricula really designed in such a way that all students develop these skills and do our learning outcomes assure that they do so in a controlled way? Have we made full use of international sources, comparisons and cases to develop these critical skills to the maximum? It is encouraging some of our THUAS programmes engage actively in the OECD pilot projects that focus on creativity and critical thinking skills.

Our task as an educational institution is to ensure that we create the circumstances in which students can build on the critical skills that they developed in secondary or vocational education. Gerard Steen, professor of Language and Communication at the University of Amsterdam, researches metaphors and concludes that these are very influential also in the political debate. He therefore argues that students should learn to deal with these metaphors already in secondary school, in order to develop their critical skills (Van der Hee, 2018). Steen discusses metaphors for his own context: pre-university education (VWO) and research universities but it is easy to make the case that they are just as relevant in Higher General Secondary Education (HAVO) or in vocational education in order to benefit students of universities of applied sciences.

We should enable students to continue developing these skills in a purposeful way through systemic educational principles such as reverse engineering, constructive alignment and the assessment of internationalised learning outcomes. We should train our lecturers to navigate culturally or personally determined perspectives on critical skills and prepare them to deal with polarisation in the classroom. Above all we should consider the curriculum as dynamic and future focused and able to deal with continuously changing challenges that curriculum design has difficulty to keep up with.

# What and how are we going to do our research and with whom?

The research group Global Learning will focus on inclusive internationalisation, i.e. internationalisation for all students in home curricula and particularly on the missing link: how programmes and lecturers can be supported to assume ownership of internationalised learning and teaching.

Research into global learning is not an aim in itself. Nor is generating publications. The research is intended to provide the basis for the improvement of educational practice at THUAS. In this sense, we can build on the extensive research that Jos Walenkamp and his research group International Cooperation have done over the past years (see e.g. Walenkamp, Funk & Den Heijer, 2015).

The research group Global Learning collaborates closely with The Hague Centre for Teaching and Learning, that delivers professional development options for THUAS staff. A measure of success of the research group is therefore the extent to which it develops tools that equip lecturers. The research group has three main themes:

## **1 The implementation of internationalisation at home or inclusive global learning**

Rather than discussing policies and concepts of internationalisation and global learning, we want to research strategies that effectively and systemically implement them for the benefit of all students.

Students in our Dutch medium programmes, who do not go abroad for study or internship, have the opportunity to follow international classrooms 'at home'. However, whether they make use of this opportunity is determined by a range of factors, such as English language proficiency but most of all by the question whether they perceive the added value of participating in an international classroom. How students view internationalised curricula is an under researched topic, with only a few extant recent publications, as usual from the Anglo-Saxon world, which are probably not representative for our context (see Heffernan et al., 2018).

Another topic that we will research is how the home curriculum can prepare and intensify the study abroad experience in international business programmes. For this purpose, we have just obtained Jean Monnet funding to develop tools that will make the European Union and Europe a more explicit aspect of graduate employability. Recent research (Van Mol, 2018) has shown that study abroad alone does not enhance a sense of European citizenship. Our partners are Queen Margaret University and Edinburgh Napier University in Scotland and Poznan University in Poland.

## **2 Skills of lecturers as facilitators of global learning**

In order to reach all our lecturers and ultimately, students we will research we can further internationalise the Basic Teaching Qualification Programme (BDB) but that does not mean that we will just further develop a version in English. We will also infuse intercultural and international dimensions into the Dutch medium version.

In our research we will focus on Dutch classrooms, international classrooms within Dutch medium programmes and on international classrooms as a building block of international degree programmes. focus on both domestic and international classrooms.

We will also go down to the next layers and conduct interviews with educational developers as a component of research that should lead to them playing a systemic role in internationalising curricula.

We aim to find out how we can help lecturers to break through the walls of the classroom.

Therefore, we research both designing and teaching in physical and on-line international classrooms through Collaborative International Learning (COIL). International classrooms are currently not a particularly inclusive phenomenon. They consist of international students from the 'mobile elite' and local students who have the mindset and language skills to venture into an international classroom. Two researchers into Global Learning have acquired pre-PhD vouchers and will develop their PhD proposal this academic year.

## **3 Global learning in the continuous pathway for internationalisation**

The Education Council of the Netherlands (Onderwijsraad, 2016) advised to consider internationalisation a continuous pathway from primary to tertiary education. We are interested how universities of applied sciences can build on the transversal skills that students have built before they enter our doors.

We have secured funding to research with our neighbours ROC Mondriaan, a senior secondary VET, and a group of schools in Higher General Secondary Education (HAVO).

As a framework for this research, we will be able to use the outcomes the PISA surveys, which will include global competences, from 2018 onwards (Organisation for Economic Co-operation and Development, 2018).

## How are we going to research this?

Much of our research will have a qualitative character and within that, action research will have a prominent place. We will involve lecturers in this as well as educational developers and the research will have a comparative character. This involves alternating between the roles of facilitator and researcher, which requires that we are aware of potential bias and build safeguards against it into the research design, remembering Schliemann and Freud.

## With whom are we going to do this research?

Our research takes place with a wide range of partners across the globe. In the first place there are our fellow researchers on internationalisation of the curriculum at Australian universities. We have already done quite some work together and what it makes future research all the more interesting is that the focus on internationalisation of the curriculum in Australia has apparently diminished (Whitsed, Green, & Camargo Cassol, 2018) while the focus on internationalisation at home in European countries is increasing.

In the European context, both the Research Group and THUAS have a strong involvement with the European Association for International Education (EAIE). THUAS will host a Spotlight Seminar on internationalisation at home for EAIE on 28 and 29 November of this year.

We work with European partners that participated in the symposium this morning: Coventry University, Georg-August University Göttingen, University College Leuven Limburg and OsloMet. We also work with visiting scholars from partner universities, the first of which, Dr. Adriana Pérez Encinas from Universidad Autónoma de Madrid, is with us as we speak.

In the Netherlands, we work with researchers of the Centre of Expertise for Global Learning, a network with my fellow professors of international education in Rotterdam, Maastricht, Leeuwarden, together with researchers from Groningen and Nuffic. Together, we have hosted the conference *The missing link* in 2017 and we plan to hold a conference on internationalisation in secondary, vocational and higher education in 2019. The Centre of Expertise is an attempt to put the Dutch research groups on international higher education on the map. We want to make the statement that the Ministry of Education, Culture and Science should commission research into internationalisation from us, the specialists, rather than from research agencies that are not specialised in internationalisation. This has in the past led to a number of unsatisfactory studies. The Dutch university associations similarly fail to see that we are the only universities of applied sciences in Europe that have expertise

in this field. Another Dutch research partner is the Centre for Internationalisation of Education of Groningen University and NHL-Stenden University of Applied Sciences.

Within the Metropolitan Region of Rotterdam-The Hague, we work with Rotterdam University of Applied Sciences on the development of training for lecturers and with our neighbours ROC Mondriaan, as mentioned. The city of The Hague is a key learning environment, that provides us with a wealth of international and intercultural learning opportunities as well as disorienting dilemmas. A key question is how we can make use of this environment in such a way that all our students learn in The Hague what some of them learn abroad.

Within THUAS, the Research Group Global Learning collaborates within the platform Connected Learning with the research groups of Ellen Sjoer, Aminata Cairo, Elke Müller and Dick Rijken, and hopefully soon, with the new Research Group World Citizenship.

Another key partner within THUAS is The Hague Centre for Teaching and Learning (HCTL). The Executive Board has given the Research Group the task to feed research-based insights into the development of training for THUAS staff.

Within the Faculty of Management and Organisation, we work with my roommates Mendeltje van Keulen and Jacco van Uden, Professor of the Changing role of Europe and Professor of Change management respectively.

The core of my work is the research group Global Learning, consisting of passionate teachers and professional developers, that I would like to introduce to you now. They are, in alphabetical order, Marloes Ambagts-Van Rooijen, Jantien Belt, Claudia Bulnes, Simone Hackett, Eveke de Louw, Paul Nixon and Reinout Klamer.

Together, we carry the research agenda of Global Learning and through their research fulfil the key task of applied research: to improve education. You can meet these Global Education researchers at the banner of the research group during the reception.

# In conclusion

Since this is an inaugural lecture, there is no tradition of question and answer, which relieves potential Academic Pain on my part. Instead, at the reception you will find Ipads that allow you to react to statements and to leave your comments or questions. The text of this lecture can be downloaded from the website of the [Research Group Global Learning](#) and there will not be a printed version.



*No more globes for  
the Research Group  
Global Learning*

You may have noticed that globes of this type have been conspicuously absent in this presentation. They are from now on banned from any publication of the Research Group. Nor will you find flags of nation states as a representation of internationalisation. We urgently need to adapt our iconography in the battle against misconceptions. I consider fighting misconceptions my duty as a researcher and educator. And it is a lifetime duty.

Having said that, I would like to thank the Executive Board of The Hague University of Applied Sciences for their trust in me as Professor of Global Learning. I would also like to thank all of you for attending this inaugural lecture.

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## Adres- en contactgegevens



Johanna Westerdijkplein  
2521 EN Den Haag



070 445 12 34



mailadres@hhs.nl



dehaagsehogeschool.nl/lectoraat-XXX