A view towards internationalisation at the University of Iceland: Lessons learned from the International Studies in Education Programme.

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The International Studies in Education Programme (ISEP) at the University of Iceland is in its tenth year. Since its inception in 2008 it has aimed to provide educational opportunities for a diverse student population in the Icelandic higher educational context. As a social justice response to the varied and growing (im)migrant population, the programme offers an interdisciplinary and international view of education for students interested in working in diverse educational settings. We conduct a concept analysis of strategic policies of the University of Iceland (UI) and its aims at internationalisation in relation to changing demographics within the student population. We suggest that internationalisation at the UI in its current form does not attend sufficiently to these changes. We suggest that internationalisation at the UI in its current form pays insufficient attention to changing demographics in Iceland given the underrepresentation of (im)migrant students. We propose a broader definition of internationalisation to reflect and respond to all international students in order to better serve the (im)migrant student population. We further argue for increased recognition of the programme's contribution to the university's internationalisation policy in the context of global demands for increased diversity in higher education. Our intention is to contribute to the dialogue on what constitutes quality international higher education at local, national and global levels.

Keywords: International studies in education, Internationalisation, Internationalisation at home, Higher Education, (im)migrant students.

Introduction

The International Studies in Education Programme (ISEP)[1] at the University of Iceland (UI) begins its eleventh year in 2018. It was introduced as a social justice response to a growing (im)migrant population seeking to access quality higher education (HE) with subsequent implications for diversity within the institution, such as addressing the needs of students who are not Icelandic speakers. Some of the courses have also been popular among exchange students who study in Iceland for an academic term or year. The two groups, (im)migrants living in Iceland and exchange students, present opportunities for rich discourse, but also difficulties in meeting individual expectations within higher education. This paper reports on one aspect of a larger research project supported by the University of Iceland's Research Grant Fund (i. Rannsóknarsjóður Háskóla Íslands). It presents a concept analysis of internationalisation and its application in the

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[1] The School of Education recently went through restructuring and ISEP, since autumn 2018, is the Department of International Studies in Education.

UI. Concept analysis is a useful tool that allows for a critical review of conceptual clarity in terms of use, defining attributes, related concepts, and the applicability of the concept to the selected discipline (Walker & Avant, 1995). It therefore allows us to identify and resolve gaps or inconsistencies in the knowledge base of the discipline. We review university policies to examine Internationalisation at Home (IaH). We draw on the Icelandic higher education legal framework, the University's strategic plans as well as its language and equity policies to examine how they represent, support and rationalise internationalisation. The potential contribution of ISEP to the university community is also assessed.

We begin with a review of how we use the term (im)migrants in this paper. The changing student demographics within ISEP are then discussed in relation to the strategic plans and various policies of the University of Iceland and implications for IaH. We take the stance that internationalisation at the UI in its current form does not attend sufficiently to the changing demographics in Iceland. In its current iteration, research and discussion around internationalisation remains focused on the needs of students who come for shorter or longer exchanges, but in the long run do not remain as part of the Icelandic social, cultural and economic community, which (im)migrant students do.

Current definitions of (im)migrants in Iceland

In discussions related to (im)migrant students, it is important to understand the current operating definitions of the term (im)migrant and foreigner as there are certain contradictions that need to be addressed. Icelandic law defines a foreigner as anyone who resides in Iceland for either a specified or unspecified period of time and who has not received Icelandic citizenship (Lög um útlendinga nr. 80/2016). However, according to the Icelandic National Audit Office (Ríkisendurskoðandi, 2015) it becomes problematic to distinguish between foreigners and immigrants. While the term (im)migrant has no definition in law, a report on (im)migrant adjustment in 2007, accepted by the government, notes that an (im)migrant is someone who has settled in Iceland for a longer period of time (i. til langframa). An individual who holds (im)migrant status has both parents and grand-parents who were born in another country. This distinction is also made for second generation (im)migrants, which is how the statistical bureau (Hagstofa Íslands [Statistics Iceland]) refers to children of first generation (im)migrants (Hagstofa Íslands, 2016). Garðarsdóttir and Hauksson (2011) note that statistics do not use individuals' nationality, rather the code based on individual's place of birth, their parents' place of birth and their grandparents' place of birth. (Im)migrants are, therefore, individuals who have legal residence in Iceland as well as individuals who have obtained Icelandic citizenship (Garðarsdóttir & Hauksson, 2011).

Based on the current definitions of (im)migrants discussed above, we use the term (im)migrants to represent those who may or may not have citizenship status but are of foreign origin. We also understand them as falling under the umbrella term international students.

History of the ISEP: a social justice response

Responding to the perceived need caused by these rapidly changing demographics, professors from the faculty of Education Studies of the School of Education (SoE) developed a programme tailored specifically for recent migrants (Books, Ragnarsdóttir, Jónsson, & Macdonald, 2010). Within the SoE (then the Icelandic University of Education), the introduction of the programme in 2008 by the vice rector for teaching, sought to empower future teachers and education professionals as active participants in Icelandic and international contexts, and in diverse educational settings (Books et al., 2010). The inaugural year of the programme coincided with two major changes: the merger of the University of Iceland and the Icelandic University of Education on July 1st 2008, and the national and global economic crash. The effect of the crisis and subsequent financial constraints placed on the University led to restricted development in the early years after a well–resourced first year.

The programme promoted access to higher education for students who had relocated and settled in Iceland (Books et al., 2010). It was a response to the limited availability of HE for migrant students and the need to provide opportunities for students who had not acquired enough Icelandic to attend more traditional courses at the university. Prior to the inception of the programme, the focus had been on the provision of Icelandic language for non-native speakers. Initially students could pursue a variety of courses in Icelandic as a Second Language (ISA) without committing to a major or minor (Háskóli Íslands [University of Iceland], n.d.-d, n.d.-e). However, changes to the ISA programme now allow students to either pursue a full 180 ECT BA programme or a 60 ECT diploma. Currently the first two terms of Icelandic are available online and free; additionally, they offer a course in functional Icelandic (i. hagnýt íslenska) (Háskóli Íslands [University of Iceland], n.d.-e).

However, research on second language acquisition indicates that ability to perform adequately in an academic educational setting requires six to eight years of language study, while conversational and daily language skills develop much more quickly (Ting-Toomey, 2012). This implies that students who are interested in pursuing a degree at UI need to have command of Icelandic as an academic language or complete a major or a minor in ISA in order to pursue traditional BA level programmes. An extended search of the UI Course catalogue for undergraduate students who are interested in fields outside of ISA, suggests that the options for other specific academic disciplines in English are varied but limited and aimed predominantly at international exchange students. The courses available at the MA level are slightly more diverse (Háskóli Íslands [University of Iceland], n.d.-a). While the (im)migrant population decreased slightly in the wake of the global economic recession, in the last four years it has risen to be about 12% of the Icelandic population which includes both first and second generation (im)migrants (Hagstofa Íslands [Statistics Iceland], 2016). Since the inception of the programme the number of students enrolled continues to increase. ISEP, therefore, continues to provide a valuable option for (im)migrant students. In the next section, we move to a discussion of how internationalisation is understood.

Definition of internationalisation

"The OECD (1999) defines the 'internationalisation' of HE as "the integration of an international/ intercultural dimension into all the activities of a university, including teaching, research and service functions" (Kim, 2009, p. 395). The most frequently used definition in the field argues that internationalisation is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p.7). Yang (2002) notes that it is difficult to find a consensus in what internationalisation really entails, which has led to a rather diffuse and haphazard development of both the activities related to internationalisation, as well as research related to the field. However, he argues that internationalisation is important not only in terms of the outward and international views of HE but also in a local context as it serves to innovate and further develop the local environment. "Internationalisation is also needed by modern universities, owing to the complexity and open nature of modern life and society…. [as] emerging issues are often …discussed in an explicitly international frame of reference" (Yang, 2002, p. 93). In focusing on integration there is the infusion of processes of embedding internationalisation in such a way that is central to the institution and sustainability in the long run. Kim (2009) notes that there is a complex relation between transnational academic mobility, internationalisation and interculturality. While the first is focused on research, the second relates to faculty and student mobility, and the third encompasses skills and knowledge that can be developed both locally and abroad. With transnational mobility the focal point is on the international movement of both faculty and students between institutions. Therefore, the home institution becomes a centre for receiving international students for both shorter and longer periods.

This is related to internationalisation, but can by-pass the intercultural aspect when institutions see themselves as providing a service for the students, without exploring the cultural diversity

and richness they bring with them (Hsieh, 2007). It is important to understand that globalisation is a different concept, having more to do with economic development and boundary crossing than internationalisation. Internationalisation is impacted by globalisation, but has more to do with a historical exchange of ideas and knowledge. Kim (2009) argues that these definitions imply an intercultural view of higher education; however, interculturality requires engagement with and not merely tolerance of the other. While internationalisation is most often understood as mobility, Kim (2009) and others argue that interculturality is a further component that occurs between and above international boundaries.

Different facets of internationalisation

Internationalisation occurs when institutions of higher education make organisational adaptations, supported by leadership, that focus on teaching, learning and research in a global and international context. Such changes require cross cutting commitments to changes within HE institutions. Furthermore, internationalisation requires an awareness of the need for change, a capacity for change, willingness to engage in the needed change and an inclusive approach where all stakeholders have ownership in the process including financial, administrative and curricular commitments (Crosling, Edwards, & Schroder, 2008). Certain factors are often present: international engagement of faculty (both in research and teaching); involvement of administrative leadership; available and accessible international study programmes; the presence and integration of international students and faculty within the institution; and international co-curricular units such as student housing and student organisations (Bartell, 2003). Often initial signs of internationalisation are inter-institutional agreements; increased recruitment of international students at graduate level; and incentivisation of international research collaboration (Altbach & Knight, 2007).

Institutions can view internationalisation as increasing access to external funding or working to encourage international student exchanges (Mestenhauser & Ellingboe, 1998). These efforts can be pragmatic with a view toward offering a more globally competitive curriculum and with a goal toward attracting a more international student base, or ideological where the goal is to prepare graduates for a more global life-long learning perspective in a rapidly changing interconnected world (Crosling et al., 2008). These aims are usually reflected in an institution's strategic plan and by organisational development (Bartell, 2003). Internationalisation can be localised in faculties, departmental efforts or an institution-wide plan to attract both international faculty and students (Bartell, 2003). Kingston and Forland (2008) note that the role of internationalisation is neither a local or individual effort nor an institutional goal. "This role includes not only the university's central functions but also their research and development and equally significantly the learning and teaching, all of which are essential elements in the experiences of international students" (Kingston & Forland, 2008, p. 209).

Internationalisation in HE is impacted by modern notions of globalisation and is focused around economic models, including international standings such as university rankings (Knight, 2004). This tends to be tied to financial benefits for receiving institutions, which can charge higher tuition rates for students from outside the EU. Kim (2009) and De Wit (2011) note that these motivations are connected to the economic trends in globalisation and increase transnational mobility. Countries such as Sweden and Denmark have moved in this direction, while both Iceland and Norway have maintained a firm commitment of not requiring tuition fees from those who enrol from outside EU/EEA areas (Kalpazidou-Schmidt, 2009; Pinheiro, Geschwind, & Aarrevaara, 2014). Data indicate that while in general institutions are excelling at enticing international students, the services, local attitudes and integration of these students into the academic environments are not as successful and thus can be a critical challenge (Hanassab, 2006). Successful internationalisation is, however, "a complex, all-encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and instruction as well as research activities of the university and its members" (Bartell, 2003, p. 46).

Implementation of internationalisation and interculturality

Recent research into the internationalisation of higher education indicates that while the factors mentioned above need to be in place, they do not automatically translate into successful integration of international or (im)migrant students, nor are they sure to provide positive educational experiences for international students. Researchers in the UK, USA, China, Japan, the Netherlands and Australia have examined how student experiences are impacted by the receiving institutions (Urban & Palmer, 2014). "The presence of a diverse population of international students provides multiple opportunities for colleges and universities to meet their goals of internationalisation and global engagement; however, …international students are not engaged as cultural resources" (Urban & Palmer, 2014, p. 318). Overall, researchers have found that universities and other institutions of higher education have failed to engage the wealth of knowledge that international students bring with them (Callan, 2000; Jiang & Carpenter, 2013). In its current form, internationalisation is in danger of being disjointed and limited to specific faculties or individuals (Kingston & Forland, 2008).

Often widely held ideas of deficit models, or implicit biases of lack of preparation, and the notion that the receiving institution was "allowing" the international students to "visit" and then return to their sending country with new knowledge speaks to what they term the "colonial hangover," where receiving universities impart knowledge to deserving students from far away (Kingston & Forland, 2008). This view is a form of academic tourism, while what is needed in the current environment is a blending and clearer understand of the give and take that occurs when "non"-traditional individuals, such as international or (im)migrant students become part of the HE landscape. Interactions within classrooms can often leave international students at a loss when they are not included with locals or are met with resistance as they are seen to be an added difficulty rather than a resource (Bianchi, 2013, Huzick, 2011). Students often report being isolated, finding it difficult to develop friendships with local students, experiencing various types of "exotification" as well as encountering outright hostility and racism, both within the host institutions and in local communities (Hanassab, 2006; Poyrazli & Lopez, 2007).

Internationalisation and policy at the University of Iceland

One way to understand an institution's perspective of internationalisation is through a review of its policy and legal documents in terms of the use of terminology. The UI policy documents (2006–2011, 2011–2016 and 2016–2021) use the term international on average 30 times, almost exclusively, however, in the context of international collaboration or relating to the university as an international research institution. Whilst this reflects one of the critical aspects of internationalisation in terms of the international involvement of faculty, administration and students, it does not refer to (im)migrant populations specifically, but rather connects with the concepts of transnational mobility (Kim, 2009) and a more traditional understanding of internationalisation.

As table 1 indicates, in 2006, the five-year policy (2006–2011) focused on making the university competitive on an international scale, for example by increasing the number of international doctoral students and international exchange students (Háskóli Íslands [University of Iceland], n.d.-f; Wozniczka & Ragnarsdóttir, 2016). To achieve this aim the policy argued for increased funding for the International Office whose primary focus is to work with international exchange students and facilitate faculty exchanges (Háskóli Íslands [University of Iceland],, n.d.-f). The revision of the policy for the years 2011–2016 reiterated the goal of the university being competitive at international level (Háskóli Íslands [University of Iceland],, n.d.-g). The most recent policy, 2016–2021, encourages and supports attracting and working with a diverse group of students and staff. Attention is paid to identifying discrepancies or issues and addressing them: "[I]nterventions and promotions developed if systematic barriers are in place or if underrepresented groups need increased support" (Háskóli Íslands [University of Iceland], n.d.-h). Yet the role of

the international office is not noted in the same document that mentions multicultural education. Currently, the university is engaged in a needs assessment of the international student body as part of its development of a diverse workplace policy (Háskóli Íslands [University of Iceland], n.d. –h).

Table 1. Overview of internationalisation in strategic plans

Measure	2006–2011	2011–2016	2016–2021
International rankings	X	X	X
Doctoral and graduate students	X	X	X
International students	X	X	X
International office	X	X	
Multiculturalism			X
Interventions			X
International rankings	X	X	X
Doctoral and graduate students	X	X	X
International students	X	X	X
International office	X	X	

It is evident that the intent of the policy and administration is to develop a competitive international institution of higher education. In recent years the university has improved its standing in international research-based-rankings (Times Higher Education, 2017, 2018). The university has attracted higher rates of exchange students making up 8% of the student population in both 2015 and 2016 and 11% in 2018 (Times Higher Education, 2017, 2018. Despite the introduction of programmes such as ISEP and changing population demographics in Iceland, the strategic focus of the university appears centred on international students at graduate level and short term exchanges and internationalisation in a research capacity (Wozniczka & Ragnarsdóttir, 2016). In recent years the International Office has begun offering mentors and other services for incoming international students (Skrifstofa alþjóðasamskipta, 2017; Benediktsson, Wozniczka, Jónsdóttir & Ragnarsdóttir, 2018). Although the university aims to attract a more diverse faculty and student population from outside the Icelandic context, little direct attention is paid to the growing number of (im)migrant students and their right to higher education. The needs and rights of (im)migrant students have not been a priority in the policies of the university over the past fifteen years. Although it could be argued that addressing the needs of (im)migrant students does not necessarily come under the hat of internationalisation in its traditional definition, recent immigration trends in Iceland open up the debate on the relationship between the (im)migrant student population and internationalisation policies, as well as the implications for the right to more direct and continuous services to serve their needs. Previously we also suggested that the definition of internationalisation encompasses interculturality, as we explore in the next section.

Internationalisation at home (IaH)

Internationalisation can be separated into two aspects, internationalisation abroad (IA) and internationalisation at home (IaH). While the former largely reflects transnational mobility, or education across borders, the second invites a focus on the curriculum through an intercultural and international lens, as well as a deeper examination of student and faculty experiences, especially for those who cannot facilely go elsewhere to gain this valuable knowledge. Through internationalisation of the curriculum, faculty can create international and intercultural learning environments (Beelen & Jones, 2015). This, however, implies that it is sufficient to include

international authors, foreign language study or use international lecturers as a means of developing student and faculty intercultural abilities. While the intent may be to prepare students to work in multicultural or international settings, this view reflects what Rizvi (2007) calls a very narrow view of internationalisation and a more neo-liberal perspective; it does not reflect the opportunities and benefits that come with the inclusion of (im)migrant students from within Iceland.

Agnew and Kahn (2014) define IaH as "a comprehensive model for curricular and co-curricular learning that aims to ensure that all students have opportunities to engage in global, international, and intercultural learning in classrooms and across campuses" (p. 31). This is done within the formal and informal settings in an institution and includes all aspects of the students' experience. Such a focus can develop and integrate teaching and learning and bring awareness of global, international and intercultural dimensions to the institution. IaH benefits the students, yet at the same time relies on them to develop the concepts, provisions and the meaning of internationalisation. Beelen and Jones (2015) argue that it is not simply a didactic concept but a collection of tools and activities that can aid in the development of international and intercultural competences for all students, including those who do not have the opportunity to study abroad (p. 64). The language of instruction, such as English, is not a sufficient indicator of IaH if the aims, content and outcomes are not internationalised. They note such tools as comparative and international literature, guest lecturers, both from local cultural groups and internationally, and digital technology as effective means to reach these goals. IaH occurs in and out of the classroom, for example through engagement in cultural events on campus and with local cultural and international groups; however, exposure to these is not always enough to develop interculturality (Arkoudis et al., 2013; Kim, 2014).

The institution's location also impacts the form IaH takes (Beelen & Jones, 2015). In European literature on internationalisation the focus has been on either receiving students from outside the European Union (the more traditional understanding of the term) or on internal exchanges through such programs as Erasmus, which can be understood as a form of IaH (Yemini, 2015). Yet in the literature on IaH, the discussion of colonialisation and local diversity is, for the most part, absent (Rizvi, 2007; Kim, 2009). Even the most recent work on internationalisation focuses, as noted above, on how to bring an international perspective into the classroom through readings as well as using local resources (Leask & Bridge, 2013). Researchers point out that IaH benefits all students, including those unable to travel elsewhere (Agnew & Kahn, 2014; Arkoudis et al., 2013; Yemini, 2015), opening up the potential of drawing on diversity within the classrooms, an aspect usually not elaborated on. IaH provides a variety of opportunities for faculty and students to develop intercultural perspectives and for these to be effective an institutional effort must be made in conjunction with the diverse group of students and staff who work within the institution. This involves the inclusion of newer (im)migrant populations, increased access to HE, and critical examination of colonial history (Ahmed, 2012).

In this context, we would argue that both international students and (im)migrant students can serve as a resource and provide significant impetus to IaH. They, for example, facilitate the integration of a more global and international focus in subject relevant literature. Researchers from outside the Western and European context provide digital distance learning opportunities, while guest lecturers can address the more formal aspects of the curriculum (Leask & Bridge, 2013). In the non-formal aspects, there is scope for providing opportunities for students to mix socially outside the classroom and potential for participating in student governance, as well as making the students aware of events inside and outside the institution. Research, however, indicates that efforts to integrate international students into the institutions are not always successful (Beelen & Jones, 2015; Hanassab, 2006).

One challenge is the assumption that faculty themselves are aware of intercultural activities and the differing perspectives and needs of a diverse student body. Inattentive or superficial integration

of internationalisation can at best be seen as "cultural tourism" (Leask & Carroll, 2011) and at worst encourages negative stereotyping and increased othering of (im)migrant and international students (Maguire, 2011). While initially it was thought that having a diverse presence in HE would lead to increased cross-cultural competencies and intercultural experiences, researchers have found that often this does not happen (Harrison & Peacock, 2009; Hudzik, 2011). Students understand that they benefit from a diverse learning environment, but driven by academic and performance achievement goals they choose to work within their own culture groups (Agnew & Kahn, 2014; Harrison & Peacock, 2009; Leask & Carroll, 2011). This holds true for local, (im)migrant and international students (Agnew & Kahn, 2014; Harrison & Peacock, 2009; Leask & Carroll, 2011). Thus interactions between diverse groups of students need to be encouraged, through course and social experiences within the institution. However, as Harrison and Peacock (2009) and Agnew and Kahn (2014) have found, such activities must be carefully structured to avoid stereotyping and what Harrison and Peacock call passive xenophobia.

Retuning the focus

Research on internationalisation in HE focuses on students who attend institutions outside their home country or country of origin. In an increasingly globalised world it is important to re-examine this aspect in order to include other populations within the HE context. In countries such as Iceland, where (im)migrants are a relatively new population and where the growing diversity presents challenges when attempting to ensure students' rights to accessibility, availability, acceptability and adaptability (see Tomasevski, 2004), it is important to include these populations in the discourse of internationalisation.

Where internationalisation is understood and expected to increase diversity within institutes of HE, the research focuses on those students who come for shorter periods of time such as exchange students or students who attend undergraduate and graduate education, but who in the long-term intend to return to their country of origin. (Im)migrants are in fact an international population who have long term intentions to remain in the receiving country and have become, or are becoming, an integral part of the local community, socially, culturally and economically. In the long run, they contribute to diversity in Iceland to a much greater extent than students who return to their countries of origin.

(Im)migrant students face similar challenges as international students. They often feel left out, find it difficult to obtain relevant and appropriate information, whether related to their experiences within their programs or outside the academic institution (Kim, 2009; Halldórsdóttir & Kjaran, 2018). Recent research on the experience of MA students of foreign origin at UI indicates that students who do not speak Icelandic are often excluded from social and academic experiences or have to expend extra effort to be included in classroom and social situations. The students who participated in this research had all lived in Iceland for over ten years, had varying levels of Icelandic skills, were engaged in economic activities within the society and were pursuing graduate degrees taught in English and Icelandic. While they all considered themselves successful in their studies, all of them indicated various levels of exclusion in the classroom, as well as in social events within HE (Halldórsdóttir & Kjaran, 2018).

While in English speaking countries, both minorities and (im)migrants experience HE at a lower rate than White Europeans; their HE experiences are often explored on the basis of their racial and or ethnic status (Jackson, 2012; Jackson, Jonsson, & Rudolphi, 2012). In Iceland and in other Nordic countries, these populations are relative newcomers on the educational scene and underrepresented in HE (Grunfelder, Rispling, & Norlén, 2018; Guðmundsson, Beach, & Vestel, 2013). First and second generation (im)migrants continue to matriculate at a significantly lower rate than Icelandic students into both secondary school and higher education (Jónsson & Arnardóttir, 2013; Garðarsdóttir & Hauksson, 2011; Guðmundsson et al., 2013). Furthermore, retention rates decrease significantly between the first year of secondary school at 16 and by the

time students are 18 years old (Haraldsson & Ásgeirsdóttir, 2015). This data is further supported in a recent report published by the Equality Committee of the UI (Félagsvísindastofnun Háskóla Íslands [The Social Science Research Institute at the University of Iceland], –2017). Because research on (im)migrants in HE is limited, it is important to more critically explore how the university perceives and enacts internationalisation and how the wealth of knowledge and implied diversity that international students bring, can be understood in the context of the students who have immigrated to Iceland.

Recent data indicates that the largest ethnic groups in Iceland are highly underrepresented within the University of Iceland (Félagsvísindastofnun Háskóla Íslands [The Social Science Research Institute at the University of Iceland], 2017). Polish speakers who make up the largest proportion of (im)migrants in Iceland are less than 1% of the student population at UI. Other long term (im) migrants such as the Vietnamese are also underrepresented (Tran, 2015). Although the available data suggests that the proportion of Vietnamese enrolled at UI is large, according to recent research by Anh-Dao Tran, as well as indicated by the low matriculation rates of Vietnamese (im) migrants from secondary school, the Vietnamese students are international students who come for the education and then return to their home countries, rather than (im)migrants or children of (im)migrants who migrated to Iceland in the 1970's (Tran, 2015).

Internationalisation and the right to education of (im)migrant students

Currently, there is no specific legal provision in the Icelandic Higher Education law related to access to higher education for migrant student groups. However, the law explicitly addresses students with disabilities as well as gender-related diversity (Lög um opinbera Háskóla nr. 85/2008). A recent parliamentary resolution on (im)migrants in Iceland discusses the current educational gap between Icelandic students and (im)migrants, focusing on pre-, compulsory, and secondary school access and completion, with a particular emphasis on the acquisition of Icelandic (Alþingi, n.d.). The resolution mentions facilitating the process of degree and diploma evaluation for employment purposes. Access to HE continues to remain outside the discussion around (im)migrants in the public discourse (the Icelandic National Audit Office, 2015). A review of the University of Iceland´s general policies indicates they do not distinguish between three groups of students: international exchange students, international students who attend the university to complete an entire degree programme and the growing population of (im)migrant students seeking tertiary education. In the most recent review of diversity at the university, the Equity Framework refers to foreign students (i. Erlendir stúdentar) who comprised 9% of the student population (Félagsvísindastofnun Háskóla Íslands [The Social Science Research Institute at the University of Iceland], 2017; Háskóli Íslands [University of Iceland], n.d.-a). However, it should be noted that neither university policies nor legal frameworks refer to the growing population of (im)migrants.

In the UI internationalisation policies, international students are represented by students from outside Iceland and not (im)migrant students. The absence of direct reference to the (im)migrant population attests to the relative newness of migrant populations in the Icelandic context. However, it also reflects lack of awareness, from a policy and legal perspective, as to who has access to HE opportunities, the availability of services for migrant students and the implications as regards the rights of all students to quality higher education in the context of increasing internationalisation. The higher education law expressly prohibits discrimination and university policy reflects this law (Lög um opinbera Háskóla nr. 85/2008). The absence of this group in university policy suggests a gap in planning for their academic and social needs. The current equity policy 2018–2021 has begun to outline and explore ways to address the needs of (im)migrant students and how to improve on their HE experiences. In the following section we discuss the concepts of IaH with a view to the experiences of (im)migrant students and international students' needs in order to demonstrate how ISEP can be a model for further IaH.

Higher education opportunities at UI

ISEP has sought to provide higher education opportunities for a diverse group of students including those who did not have a western educational background, those who were returning to education and/or were at crossroads in their lives, and those who had insufficient language skills to pursue a degree at the University of Iceland (Books et al., 2010). Also included in this group were students who had an international educational background or family connections in Iceland (Macdonald & Pálsdóttir, 2011). Thus in a sense, the programme challenged conventional university structures, which, although based on principles of equality, were disadvantaging students who had come and settled in Iceland because of minimal or non-existent Icelandic skills, and their varied cultural and academic backgrounds which did not correspond with local expectations. Hanna Ragnarsdóttir (2012) points out that the University's Equal Opportunity Committee (i. Jafnréttisráð) noted that such students were not achieving as well as their native Icelandic peers, which was a significant concern as this was found to vary based on cultural and national origin. She noted that Western European students and more specifically Nordic students adjusted well compared to students from other ethnic groups. In response to these concerns the programme sought to provide an equitable response that recognised the challenges faced by students who were not sufficiently confident in their Icelandic language skills and who came from diverse cultural and academic backgrounds, but who wanted to pursue a higher education in Iceland (Books et al., 2010; Ragnarsdóttir, 2012; Ragnarsdóttir & Blöndal, 2014).

Teaching and learning through critical pedagogy

This section reviews the general structure and format of the programme. Some unique and necessary features of the programme design include the diverse teaching faculty, a schedule that sought to accommodate students' work, social and personal needs, and the programme's most distinguishing feature, its pedagogical approach. We begin with an overview of the programme's structure and conclude with a discussion on the rationale behind a pedagogical approach that fosters critical thinking and cross-cultural reflection and its contribution to internationalisation. The programme is a full three-year Bachelor of Arts and a two-year Master of Arts. In order to make the programme more applicable to a broader student population it draws on multiple academic traditions and fields of research related to education studies. The general didactics focus on critical pedagogy and encourage critical engagement with the course work and students' own experiences (Books et al., 2010; Macdonald & Pálsdóttir, 2011; Ragnarsdóttir & Blöndal, 2014).

In this context we use the term interdisciplinary as having the opportunity to explore education from a broad variety of academic disciplines including sociology, psychology, anthropology and philosophy in ways that intersect. By virtue of the interdisciplinary nature of the programme, it has an open-ended structure, reflected in the large number of electives the students at both levels can take (Macdonald & Pálsdóttir, 2011; Books et al., 2010). Yet at the same time, the courses are multidisciplinary, in that they allow students to take courses in a variety of disciplines that approach education in disparate ways and with different research traditions, offering a broad foundation with which students can develop their own educational experiences and future goals. This is in keeping with the idea that a successful programme allows for adjustment to students' needs (Popovic & Green, 2012; Andreotti, 2006). By providing opportunities for students to explore course content through various disciplinary lenses, as well as requiring them to experience varied academic settings within HE, ISEP sustains an internationalising view of the programme and the university.

As an undergraduate programme, the ISEP BA programme is one of the few programmes internationally that focuses on international education in a global context at this academic level (Books et al., 2010). There are several other inter-disciplinary programmes taught in English in the university, but all at graduate level (Háskóli Íslands [University of Iceland], n.d.-c). Acknowledging the diversity of the student body, the first year of ISEP provides a set of core

courses intended to prepare them for academic studies as well as introduce them to key fields in Education Studies (see annex A). In the autumn term, there are three compulsory courses where students develop academic skills; employ critical skills in identifying and critiquing academic research; and are introduced to diverse formal, non-formal and informal learning environments. These courses encourage students to critically read and interrogate education from multiple cultural perspectives and in varied and new ways (Books et al., 2010). In the second term, students are introduced to the academic traditions of psychology, philosophy, sociology and multiculturalism; these being similar to courses required in the BA Educational Studies programme which is taught in Icelandic. These fields of study and research are considered foundational in the field of Education Studies (Bartlett & Burton, 2016). In the second and third years of the programme, BA students continue to take courses within the department but also pursue courses in other departments and schools in order to fulfil programme requirements. The programme is designed as interdisciplinary because it is considered valuable that students have a broad range of options, as well as varied educational and academic experiences. Given that current capacity does not have sufficient faculty to teach a full academic programme every year, it was also a practical response to have students take part in courses already available at the university.

The programme offers two tracks for students to specialise in: second language teaching in preparation for teaching licensure and international and global aspects of education, which prepares them for work in international and developmental contexts. Many students have taken courses in second language teaching with the intention of working within local pre-, primary and secondary schools, teaching either their heritage language or English. While the programme does not directly lead to licensure, the students, in consultation with the academic coordinator, can plan their course selection such that they can apply for licensure from the Ministry of Education upon the completion of an MA degree (Jónsson, O.P., Personal communication, September 8th, 2016).

Increasingly in the fall of their third year, students are choosing to study abroad (Books et al., 2010). This option was a key concept of the programme from its inception although not always a viable alternative for all students. Students who choose this option have been living in Iceland, as well as those who come here to attend the programme and are hoping to have a greater international experience. While some students do not have familial commitments in Iceland, those who have young families have also considered study abroad, but find it more difficult in terms of either taking their family with them or leaving the family behind for a term or a year. The University of Iceland participates in the Erasmus+ and Nordplus student exchange programmes (among a wide variety of other international exchange programmes), which allow students to go to universities throughout Europe and Scandinavia. Both programmes offer financial support for travel as well as a living stipend, which reduces financial barriers for many students. In order to be able to study abroad students must find academic programmes that offer courses which both they and the programme coordinator believe fit into the students' academic plan. In their final term of the programme, students complete a 10 ECT BA project. In consultation with a faculty advisor, the students research a chosen topic in depth and prepare a final report or thesis in order to fulfil the final requirements of the programme. Topics that students have researched include: English language learning and drama, heritage language learning and demographic education, and the impact of colonialism on African education (see annex A).

MA students take a set core of courses some of which are co-taught with the BA students. In the first year, they are introduced to various research traditions and issues in social and educational research and methodology, with emphasis on ethical issues that the course participants identify as relevant to their own studies. As part of the learning process, students consider and present potential MA thesis topics. In the other required courses students explore the systemic and global differences in education, from the individual and local to the national and international levels, as well as attending a course on pedagogy with emphasis on teaching diverse students in a broad context, both internationally and in multicultural settings. In the second term students take

courses that explore professionalism and its applications such as professional ethics, education for sustainability. A new elective course on gender and education in an international context has been introduced as part of ISEP and is run in collaboration with the Gender Equity Studies and Training Programme of the United Nations University.

In their second year, MA students take a variety of electives including at least one methodology course, as well as conducting research and writing a 40-60 ECT MA research project. The MA thesis work is expected to span two academic terms; a few students choose to spend a term abroad either studying or collecting data for their final thesis; however, the larger proportion have remained in Iceland and pursued projects in Icelandic educational contexts. Recent MA theses have explored story-telling as a tool to develop multicultural awareness; (im)migrant parental involvement in lower secondary students' schools; developing sustainability curriculum in language and preschool classrooms; a case study on the International School of Iceland; and youth media literacy (Birdman, 2016; Guðmundsdóttir, 2013; Lay, 2016; Pfeiffer, 2018; Sahadeo, 2011).

Since the programme does not offer a full set of courses for degree completion, students are often confronted with difficult course choices, as they often cannot take courses in Icelandic. As was noted in Books et al. (2010), one of the initial constraints to the inception of ISEP was that the programme utilises as many pre-existing courses as possible both in the School of Education and the University of Iceland. When the students must pursue a class in Icelandic they can request to take exams and submit assignments in English (Háskóli Íslands [University of Iceland], 2016), but teachers can and do refuse such requests. ISEP students are therefore limited to courses taught in English, which in the past few years have dropped in number, partly because of decreased funding for the university from the government (Jóhannson, 2017).

As can be gleaned from the preceding discussion of the programme structure and format, ISEP offers an international focus as well as introducing students to various forms of education in the Icelandic context. Through the development of critical global citizenship, the programme provides both local and national contexts, which allow students and teachers to identify themselves within the educational setting (Andreotti, 2006). Student-centred pedagogy encourages and supports self-reflection as well as critical awareness of the purpose and structure of education systems (Macdonald & Pálsdóttir, 2013; Ragnarsdóttir & Blöndal, 2014). Such critical reflection and learning, emphasised by teachers in education programmes within global contexts, increases the value of the common experience of teaching and learning (Andreotti, 2006).

Research on internationalisation in higher education indicates that faculty respond to new student groups in highly individual ways, based on personal experience as well as departmental expectations and institutional demands (Leask & Carroll, 2011). The faculty who teach within the ISEP come from a variety of academic fields and traditions, and are Icelanders and other nationalities (Books et al., 2010). ISEP teachers' previous experiences and knowledge have a significant impact on their use of pedagogy (Macdonald & Pálsdóttir, 2013). While the faculty is diverse, the composition of the student body further fosters and encourages cross-cultural interactions. Faculty often adjust their teaching and advising to suit the needs of highly diverse student groups and this can be impacted by faculty's international educational and work experience or length of working in an HE environment (Books et al., 2010; Dewey & Duff, 2009; Trice, 2005). Because the students who participate in the programme arrive with diverse experiences and expectations, the teaching and learning environment is enhanced both by a diverse faculty working on the programme and a pedagogy which makes good use of the varied backgrounds which students bring to their studies (Ragnarsdóttir & Blöndal, 2014).

Concluding remarks and implications for internationalisation

The programme has aroused consistent interest both from individuals living and working in Iceland and from students in other countries (Ragnarsdóttir & Blöndal, 2014). As ISEP's student population continues to diversify, it appears to function in the capacity of internationalisation within the university community by attracting and assisting international and exchange students, as well as serving a proportion of local (im)migrant residents. The courses students attend ensure that critical pedagogy and diverse learning techniques encourage them to interact and learn from each other, where learning and teaching focuses on use of participatory approaches. Teachers are aware of the diversity inherent in the programme and work with students to integrate their experiences and learning into the curriculum. The courses in ISEP encourage them to share and reflect on their own experiences, as well as learning from each other to develop more global and international understandings of education. The programme uses diverse teaching and learning methods, and encourages students to participate in courses and subjects throughout the university community. Through critical pedagogy the programme and teaching seek to empower under-served (im)migrant populations, as well as working toward the UI goals of internationalisation (Macdonald & Pálsdóttir, 2013; Books et al., 2010). The programme, therefore, reflects the characteristics of internationalisation evident in the literature and as previously discussed in this paper. However, the questions relating to who, what or how the programme is serving its target populations are significant concerns. These concerns remain especially relevant as more attention is being brought to global and multicultural views in Iceland. In response to these concerns, the broader research project, of which this paper is a part, will continue to explore interrelated but distinct aspects of the programme.

The programme serves a broad section of students, including international students as well as exchange students. This calls for an in-depth review of programmatic responses and how these reflect the right to quality higher education. The changing student body and their integration within the university community, as well as their experiences within the institution further ask for a reflection on how the students' intersecting identities are positioned within the university. Both the changing student demographic and responding to student educational needs calls for an intersectional examination of the student population, exploring who they are, what experiences and knowledge they bring to the programme and what the programme and the University community offers them, as well as discussing the ways in which the students improve and enhance the university community. The BA and MA programmes reflect the diversity of students and teachers through a focus on critical pedagogy, which is one of the tenets of the teaching and learning approach within the programme. How the programme relies on international and Icelandic perspectives of education and learning and offers a more global view of education in line with the diverse student population requires further research.

The comprehensive goal of the larger research project is to broaden the discussion on ensuring equitable access to and experience of quality higher education for all in response to a tendency to essentialise difference into distinct categories or failure to recognise its significance on student wellbeing. As research and literature on internationalisation argue, institutional changes are required for internationalisation including faculty and administration buy-in, which by nature of the programme structure, ISEP has begun to do. The article began with a discussion of internationalisation at the University of Iceland as is reflected in the three most recent policy documents. However, neither the law nor the university policies have kept up with the changing demographics within the higher education context in Iceland and currently do not directly address IaH. As previous research on internationalisation in HE suggests, ISEP is the type of programme that contributes to a university´s move toward internationalisation. However, it currently remains untapped as a contribution to internationalisation at the University of Iceland.

Alþjóðlegt nám í menntunarfræðum sem hluti af alþjóðavæðingu Háskóla Íslands

Alþjóðlegt nám í menntunarfræðum á Menntavísindasviði er nú á tíunda ári. Námið var fyrst í boði árið 2008 og var ætlað að koma til móts við fjölmenningarlegt samfélag á Íslandi. Tekið var inn í námið 2008, 2009 og 2010, en eftir hrun var samdráttur í Háskóla Íslands og ein ráðstöfunin var að ekki var tekið á móti nýjum nemendum í námið fyrr en haustið 2013. Síðan þá er búið að taka inn þrjá hópa BA-nema og tvo hópa MA-nema. Tímabært er á tíunda ári að kanna stöðu og gæði námsins og teljum við nauðsynlegt að rýna í ólíka þætti eins og reynslu nemenda af náminu, helstu kennsluaðferðir sem og stöðu skólans bæði í alþjóðlegu samhengi og gagnvart fjölbreytilegum nemendahópi eins og þeim sem sækir í alþjóðanámið. Ljóst er að stefna HÍ síðustu 15–20 ár hefur verið sú að efla samstarf í alþjóðlegu samhengi, stöðu sína í samanburði við erlenda háskóla og fjölbreytni í námi til að bregðast við aðsókn erlendra nemenda. Hins vegar má skilja lög og stefnur skólans á þann veg að hér sé nær eingöngu verið að fjalla um nemendur sem sækja nám á Íslandi frá öðrum löndum og eru þá skiptinemar eða erlendir nemendur sem sækja sérstakar námsgreinar. Í nýrri stefnu HÍ, undir lið um mannauð, kemur þó skýrt fram að mikilvægt sé að sinna fjölbreytileikanum innan háskólans, án þess að þetta sé skýrt nánar. Þá sýnir ný rannsókn (Wozniczka og Ragnarsdóttir, 2016) að aðgangur erlendra nemenda að viðeigandi íslenskukennslu sé mjög takmarkaður, en það leiðir af sér spurningar um félagslegt réttlæti innan Háskóla Íslands. Alþjóðlega námið í menntunarfræðum fellur utan við hefðbundið nám innan háskólans og hefur þess vegna verið talið eins konar afbrigði, sérstaklega í ljósi nýrrar málstefnu háskólans þar sem íslenska er talin vera meginkennslutungumálið (Books o.fl., 2010; –Háskóli Íslands, 2016).

Rannsóknir á alþjóðavæðingu háskóla, bæði í BNA og í Evrópu, hafa ýmist fjallað um það sem kallast alþjóðavæðing og tekur til aðsóknar erlendra nemenda bæði í skiptinám og framhaldsnám og svo samskipti akademískra starfsmanna milli landa. Umræðan um alþjóðavæðingu (e. internationalisation) í háskólanum hefur snúist um að bæta stöðu háskólans á alþjóðlegum vettvangi með því að bæta aðsókn erlendra skiptinema og auka erlent samstarf og um aukna aðsókn í erlenda styrki. Í þessari grein rýna höfundar rannsóknir sem fjalla um það sem gæti kallast alþjóðavæðing heima fyrir (e. internationalisation at home). Þar er athyglinni beint að því hvernig háskólar nýta sér reynslu og þekkingu erlendra nema og starfsmanna til að auka tækifæri innflytjenda til að sækja nám í háskólanum, til að bæta þekkingu allra nemenda í háskólanum, sérstaklega þeirra sem hafa ekki tækifæri til að sækja skiptinám, og til að auka getu og þekkingu nemenda og starfsmanna í þverþjóðlegum samskiptum (e. intercultural communication), sem verða æ mikilvægari í störfum og nútímasamfélagi.

Nýlegar rannsóknir hafa sýnt að nemendur með erlendan bakgrunn sækja síður háskólanám hér á landi (Guðmundsson, Beach og Vestel, 2013; Halldórsdóttir og Kjaran, 2018). Við upphaf námsins var gert ráð fyrir að alþjóðanámið gæfi nemendum sem töldu sig ekki hafa næga færni í íslensku tækifæri til að stunda nám við Háskóla Íslands á ensku. Í upphafi voru nemendur sem sóttu námið bæði innflytjendur og skiptinemar og voru nemendahóparnir ellefu til fimmtán nemendur. Á síðustu árum hefur nemendahópurinn sem sækir námið orðið stærri og fjölbreyttari en áður. Nú eru nemendur sem hafa fasta búsetu á Íslandi um þriðjungur af nemendahópnum í alþjóðanáminu. Þá eru nemendur sem koma til Íslands sérstaklega til að stunda nám í alþjóðlegum menntunarfræðum um þriðjungur. Loks er þátttaka skiptinema stöðugt að aukast þar sem námskeið í alþjóðlega náminu eru reglulega í boði fyrir nemendur úr öllum deildum HÍ. Í þessari grein færa höfundar rök fyrir því að nýta megi betur tækifæri og þekkingu bæði erlendra nemenda og innflytjenda sem eru búsettir á Íslandi. Telja höfundar að alþjóðanámið sem er í boði sé til marks um alþjóðavæðingu heima fyrir. Markmið rannsakenda með þessari grein er ekki einungis að upplýsa

fræðasamfélagið um mikilvægi og sérstöðu þessarar námleiðar innan Háskóla Íslands, heldur einnig að bregðast með markvissum hætti við breyttum þörfum nemendahópsins á síðustu árum og við þeim fjölbreytileika sem er að finna innan háskólasamfélagsins á Íslandi.

Efnisorð: alþjóðlegt nám í menntunarfræðum, alþjóðavæðing, alþjóðavæðing heima fyrir, háskólamenntun, innflytjendur í háskólum.

Um höfundana

Brynja Elísabeth Halldórsdóttir (brynhall@hi.is) lauk doktorsprófi við Minnesota-háskóla (2012) í alþjóðamenntunarfræðum með áherslu á fjölmenningu og jafnræðishugmyndir fyrir jaðarhópa í skólum og þjóðfélögum. Hún starfar nú sem lektor í uppeldis- og menntunarfræðideild þar sem hún sinnir kennslu og hefur umsjón með alþjóðlegu námi í menntunarfræðum. Brynja stundar rannsóknir á stöðu innflytjenda, fordómum og í gagnrýnum fjölmenningarfræðum.

Susan E. Gollifer (sueg@hi.is) er doktorsnemi og aðjúnkt á Menntavísindasviði Háskóla Íslands. Hún hefur skrifað um borgaravitund og mannréttindamenntun, fjölmenningarlegar menntastefnur og reynslu kvenna sem vinna gegn pólitískri útilokun í Kambódíu. Hún hefur unnið bæði menntunar- og þróunarverkefni í Kambódíu í meira en tuttugu ár. Susan vinnur núna við að ljúka doktorsrannsókn sinni á gagnrýninni mannréttindafræðslu og kennslu í framhaldsskólum á Íslandi.

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MA Thesis titles

Acquiring bilinguality: A multiple case study of Russian-speaking bilinguals in Reykjavik.

Hjallastefnan and professionalism: Preschool personnel's sense of security.

Home language environment of Polish children in Iceland and their achievement in Icelandic grammar school.

Overconfident and Bored: A report complimenting a phenomenological documentary of young people who were called intelligent by parents and teachers, yet experienced significant academic struggles in secondary school.

Motivating the multicultural student.

Storytelling and writing for multicultural awareness in Icelandic schools: An action research in two parts.

Children's Fundamental Human Rights to Education: A comparative look at litigations that have helped to shape this concept.

Non-governmental organisations and education for sustainable development: Two case studies in Iceland.

Parents reaching beyond home: Dispositions of immigrant parents towards their young adolescent's academic experiences.

Worldwide university ranking and its underlying basis: A perspective of university orientation towards excellence.

Single-parent immigrant families in Iceland: Lives and educational experiences of their children.

"No wi-fi, no snacks, no friends": Adolescents in Iceland discussing media.

Using the Multiple Intelligences Theory to compare student learning styles with classroom curriculum opportunities.

Cultural marginality among Asian women immigrants in Iceland: Exploring the dimensions of cross-cultural adaptation and participation in social and educational settings.

Literary Analysis Engages with Neoliberalism: Jane Eyre and Wide Sargasso Sea.

"The less I say, the more creative they are": social aspects of working with creativity in three compulsory schools in Iceland.

Experiences of Women from the Anglophone Sub-Saharan Africa Studying at the University of Iceland.

"Pulling from the world into the school". Working with culturally diverse students in an international school setting in Iceland.

BA project titles

Can democratic states and their democratic values secure a fair and good education for all?

Establishing a Filipino mother tongue program in Reykjavík: An action research project.

Swearing and how to deal with it in the classroom.

Drama in the mixed-ability EFL classroom: Observing its effects on motivation and self-confidence.

Third culture kids: The relationship between TCK identity and TCK educational needs.

Children's Fundamental Human Rights to Education: A comparative look at litigations that have helped to shape this concept.

The road to sustainability: Introducing sustainability to children in Icelandic primary schools.

Are some more equal than others? English as a global and academic skill in Iceland.

Sustainability, interculturality and holistic well-being: The three pillars of life skills education

African women in Iceland: Cultural conflict and social adjustment.

Misunderstandings due to cultural differences: Two Filipino mothers' experiences with the Icelandic educational system.

Nigerian educational development & need for quality sustenance.

Multiple dimensions of bilingualism: A theoretical overview.

Language acquisition: Acquiring languages beyond knowledge in first language.

Domestic violence and children: Raising awareness of school personnel responsibilities

Leisure-time centres in Iceland.

Critical pedagogy in action: A brief, comparative examination of educational systems in Bhutan and among the Zapa-
 tistas in Mexico.

Multiple dimensions of bilingualism: A theoretical overview.

Medium of instruction policy and social development in Hong Kong: A case study of two universities.

Improving English education in Japan, with an emphasis on promoting communication skills in elementary schools:
 Inspiration from the Icelandic national curriculum.

Learning to be in a society with others: Inclusion and the role of after school programs like Hitt Húsið for youth with
 disabilities.

Perspectives of immigrant parents on education for newly arrived adolescents in Iceland.

Intersectional factors between ethnicity, ADHD and dropout in upper secondary school in Iceland.

Challenges and Opportunities for Inclusive Education in Ghana.

The influence of traditional gender roles and power relations on women and girls' education and health in northern Ghana.

Queer inclusive pedagogy for high school teachers in Poland.

Clash of discourses: Discourse surrounding democratic values, equality and discrimination in official documents of
 Estonia and the National Curriculum in relation to queer students.