

## Internationalisation of Classroom: From Higher Education Internationalisation Strategy to Practice

### *Pengantarabangsaan di Bilik Kuliah: Dari Strategi Pengantarabangsaan di Institusi Pendidikan Tinggi kepada Amalan*

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#### ABSTRACT

*Internationalisation is considered one of the crucial factors reshaping higher education in the 21<sup>st</sup> century to cope with multiple challenges. It is also widely recognised that internationalisation in higher education needs to take into consideration both the national and institutional contexts. Hence, it is fundamental that a higher education institution should derive its own definition, strategy, and strategic plan. This is to ensure full integration of internationalisation in its vision, operation and strategic planning of its priorities in all dimensions. Often, mobility programmes especially outbound mobility students are perceived as important because mobile students acquire international, intercultural and global knowledge and skills. However, only 2.3 percent of the enrolled students the higher education level worldwide can participate in outbound mobility programmes. This paper draws on the author's experience as a former vice president of a Thai public autonomous university in charge of internationalisation and a Thai native lecturer offering a course in "Thai Economy" in the Bachelor of Economics Programme. The paper argues that internationalisation of the classroom is crucial, and with carefully crafted course content, objectives, expected learning outcomes, activities and maximisation of the use of inbound mobility student, assessment and reflection can fill the gap in equipping non-mobile students with international, intercultural and global knowledge.*

*Keywords: Internationalization; harmonisation; global citizenship; internationalised classroom; intercultural and global knowledge*

#### ABSTRAK

*Pengantarabangsaan dianggap salah satu faktor penting yang membentuk pendidikan tinggi pada abad ke-21 yang mempunyai pelbagai cabaran. Pengantarabangsaan dalam pendidikan tinggi perlu mengambil kira kedua-dua konteks iaitu kebangsaan dan institusi. Oleh itu, adalah menjadi asas yang penting kepada institusi pengajian tinggi untuk jelas dari segi definisi, strategi, dan pelan strategik. Ini adalah untuk memastikan integrasi sepenuhnya konsep pengantarabangsaan dari aspek visi, operasi dan perancangan strategik diberikan keutamaan dalam semua dimensi. Kebiasannya, program mobiliti pelajar dilihat penting kerana pelajar mobiliti memperoleh pengetahuan dan kemahiran antarabangsa, pengetahuan antara budaya dan global. Walau bagaimanapun, hanya 2.3 peratus daripada pelajar yang mendaftar di peringkat pendidikan tinggi di seluruh dunia boleh menyertai program mobiliti keluar negara tersebut. Artikel ini menggambarkan pengalaman penulis sebagai bekas Naib Presiden universiti autonomi awam Thailand yang bertanggungjawab ke atas pengantarabangsaan dan juga sebagai pensyarah yang mengajar kursus "Ekonomi Thailand" untuk Program Sarjana Muda Ekonomi. Hasil daripada pemerhatian, didapati bahawa pengantarabangsaan di dalam kelas pengajaran adalah penting dari segi kandungan kursus, objektif, hasil pembelajaran dan aktiviti. Ia dapat juga memaksimumkan penggunaan pelajar mobiliti, penilaian dan refleksi. Ia juga dapat mengisi jurang dalam melengkapkan pelajar yang tidak menjalani program mobiliti di peringkat antarabangsa dari segi pengetahuan, antara budaya dan global.*

*Kata kunci: Pengantarabangsaan; harmonisasi; kewarganegaraan global; kelas pengantarabangsaan; pengetahuan antarbudaya dan global*

#### INTRODUCTION

Internationalisation is a term that is commonly found in the 21<sup>st</sup> century university's management and operation. Knight (2008) in "Higher

Education in Turmoil: The Changing World of Internationalization" claims that internationalisation is a major force in shaping and reshaping higher education in order to meet 21<sup>st</sup> century challenges. Yet, many scholars have agreed that the term

internationalisation itself is complex, dynamic and diverse when it is used by different stakeholders and in different countries' contexts (Knight 2008; Altbach & Teichler 2001; De Wit 2014; Sharifah Rohayah & Norizan 2019). Although the term only emerged in the early 1980s, the meanings and trends of internationalisation have changed through time (Knight, *ibid*).

Regardless of the complication in defining the term "internationalisation", Knight (2008) has proposed the working definition which is generally accepted, "Internationalisation at the national/sector/institution levels is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels". In recent years, it has been apparent that an increasing number of higher education institutions have formulated internationalisation strategies, set their goals, vision, mission statement, and dimensions of internationalisation to support their institutional vision and development plan.

Knight's working definition (2008) has stated that internationalisation is a "process" that it is not an end in itself but it is ongoing and continuous effort. This also means that the international, intercultural or global dimension must be mainstreamed into the vision and mission of the institution, tasks including teaching, research, academic activities, and community services as well as the delivery of the courses and programmes (Knight 2008). However, it is found that dimension of internationalisation is disproportionately focused on international mobility of students as it is often claimed that the experiences of international mobility of students contributes to their success in their studies, enhancement and development of their competencies, changes of values and attitudes, and career achievements (Teichler & Maiworm 1997; Teichler 2002; Teichler 2007; Teichler 2011; Janson et al. 2009; European Commission 2014; Jahr et al. 2007). According to the UNESCO Institute for Statistics, it is indicated that in 2015 only 5.1 million students were internationally mobile and enrolled in the institutions outside their home countries (UNESCO Institute of Statistics, 2019). This number accounted for only 2.3 percent of global student enrollment. The question remains to be answered is "if the international mobility experience is beneficial to students, what shall we do with the remaining 97.7 percent non mobile students at home?"

This paper draws on the author's experience as 1. a former vice president of a Thai public autonomous university in charge of internationalisation during the period 2011-2019 and 2. a Thai native lecturer in an undergraduate Economics Programme. The paper uses the case study of a Thai Economy course in a Bachelor of Economics programme at Mae Fah Luang University in Thailand to highlight how a university's internationalisation policy and strategy can be put into practice at the classroom level. Mae Fah Luang University is being selected as the case study because it is one of the first public autonomous universities in Thailand that launched its internationalisation strategy in the mid- 2010s. English has been Mae Fah Luang's medium of instruction since its conception in 1998. This paper's main argument is that the internationalisation of the classroom with careful international, intercultural and global dimensions integrated design for class objectives, content, activities and assessment, will result into an international classroom experience highly beneficial for non-mobile students and address the 97.7 percent issue.

This paper is divided into four sections. Following the introduction section is the description of Mae Fah Luang University's background and its internationalisation strategy. Section 3 discusses the internationalisation of the Bachelor of Economics Programme and the Thai Economy course which covers the design of the class objectives, content, activities and assessment. Section 4 gives a summary of the good practices and lessons learnt in internationalisation of the classroom.

#### MAE FAH LUANG UNIVERSITY: INTERNATIONALISATION STRATEGY AND IMPLEMENTATION

Mae Fah Luang University is a Thai public autonomous university established in 1998 situated in the northern most province of Thailand, Chiang Rai. Chiang Rai is one of the only two provinces in the country sharing an immediate border with two countries. With its location, one travelling from Mae Fah Luang University on the road can reach the Republic of the Union of Myanmar and the Laos People's Democratic Republic borders within an hour. In addition, Chiang Rai is the closest province in proximity to China overland as can be seen in Figure 1.



FIGURE 1. Location of Mae Fah Luang University  
 Source: International Affairs Division, Mae Fah Luang University, undated.

Mae Fah Luang University was announced in the Royal Gazette on 25 September, 1998 to be a higher education institution that serves the needs of the human resource development of the northern Mekong Subregion member countries, namely Myanmar, Laos, China, Vietnam, and Thailand. With this aspiration, the university has adopted the policy of using English as a medium of instruction since its conception in order to serve students and the learning community from the aforementioned countries after their post cold war period in the early 1990s. It can be said that Mae Fah Luang University has had internationalisation integrated into the university vision since its establishment which was clearly identified in the Royal Gazette. With its location and the timing of its establishment in the post coldwar period, the founding president, Vanchai Sirichana mentioned on many occasions that the internationalisation strategy is to create peace and build cross cultural understanding in the region for our future leaders, using education as a mechanism.

Reflecting back on the 20 years of Mae Fah Luang University existence, it can be concluded that the internationalisation strategy of Mae Fah Luang University can be classified into 3 periods;

1. international collaboration for quality teaching and international student recruitment (1998-2005)
2. international mobility of students and staff, knowledge creation as well as enhancing the quality of degree programmes (2006-2013) and
3. internationalisation at home: global citizenship as a regional solution (2014-2019).

Although it has been clearly evidenced that internationalisation is part of Mae Fah Luang University's vision, mission and operation, the first two phases of internationalisation strategy of Mae

Fah Luang University were activities focused. The first phase (1998-2005) was focusing on seeking international collaboration in order to support the university's teaching mission using English as a medium of instruction. Back in 1998, it was not common for a Thai university to offer courses using English as a medium. Hence, the very first Mae Fah Luang university international collaboration was with Brock University, Canada with the School of Liberal Arts. The specific aim was to collaborate in the teaching of English and using English as the medium of instruction in other subjects. Furthermore, being located in close proximity to China, the collaboration between the Chinese government and the university has resulted in the first Chinese Language and Cultural Centre being established at Mae Fah Luang University. In terms of international students, a number of scholarships were also provided to students from the northern Mekong Subregion namely Myanmar, Lao PDR, Cambodia and Southern China provinces of Yunnan and Guangxi. Back in early 2000s, the number of international students at Mae Fah Luang University was around 500 and the majority are from China, Myanmar and other Mekong Subregion countries. At present more than 600 international students from 36 countries are enrolled at Mae Fah Luang University.

The second phase (2006-2013) focused more on the international mobility of students and staff through various exchange programmes. The mobility programmes opened the university's horizons and created the harmonisation of the higher education at Mae Fah Luang University. Working in partnership with various international partners, organisations and programmes namely SEAMEO-RIHED (the Southeast Asian Ministers of Education Organisation Regional Centre for Higher Education and Development) Fulbright Thailand, ASEM Duo programme (the Asia-Europe Meeting Duo Programme), USCO (UMAP Student Connection Online), the Japanese government scholarship programmes, and the Chinese government, increasing numbers of students and staff have joined the mobility programmes and various joint international research collaborations and activities. To facilitate mobility, the institutional rules and regulations have been adjusted under the authority of Mae Fah Luang University's academic council. Examples of regulations changed and systems installed are the credit transfer system, and the relaxation of the final examination schedule

with an aim to resolve the issue of conflicting academic calendars, the more flexible conditions for awarding of distinction for graduates participated in the mobility programmes. The university has also allocated funds as partial support for student mobility. As Mae Fah Luang University's vision focuses on the capacity building and peaceful region, majority of funds were supported the mobility to the Greater Mekong Subregion countries and the countries within ASEAN.

Towards the end of this period, double degree programmes were discussed with partner universities. Various internationalisation environment events at the university have been extensively expanded including the ASEAN camp for students and staff, and the organising of the national days by inbound mobility students, Ambassador of ASEAN countries talks.

In preparation to enter the ASEAN Community in 2015, Mae Fah Luang University has been selected by the Office of Higher Education Commission of Thailand to participate in the Malaysia-Indonesia-Thailand Pilot Project. This MIT which later on been renamed AIMS (the ASEAN International Mobility for Students) and expanded to include other ASEAN countries as well as the Republic of Korea and Japan. AIMS is a joint ASEAN governments' effort to create student mobility programme for higher education students. This student mobility can be seen as the key strategic elements leading to the harmonisation of higher education in the region and equipped graduates with necessarily knowledge about ASEAN and the 21<sup>st</sup> century skills.

In short, the second phase of MFU internationalisation, the university has identified strategic partners and closely worked with them to create mobility and joint international research collaboration and other international activities. On the university level, various insitutional regulations and facilities have been initiated to facilitate smooth and meaningful international activities.

The third phase (2014-2019) was the launch of the internationalisation strategy. Up to 2014, the internationalisation initiatives and activities have been carried out following the university's vision and the five year Mae Fah Luang University Development Plan without specific internationalisation strategy. In 2014, the International Affairs Division and the Vice President of the internationalisation of the university have taken a leading role in creating the internationalisation strategy. The process

of formulating the internationalisation strategy employed a bottom-up approach in order to make the strategy relevant to respective schools and units. The roadshow were conducted to all of the schools and divisions on campus to discuss the definition of internationalisation and the vision of their respective units. The roadshow allowed the exchange and discussion the definition and goal for internationalisation of the central unit and individual authority. It was found that each unit had different internationalisation goals and vision statements. For instance, the School of Information Technology had defined internationalisation as global employability and would pursue all missions and activities to meet their set of goals while the School of Agro-Industry defined internationalisation as an international standard quality education and the international competency of staff and students. Though the definition of each individual schools may be different, the university has written the internationalisation working definition taking into consideration of the university's vision, its aspirations since its establishment, philosophy and location.

"Internationalisation is the synergy for the preparation of graduates and workforce (senior administrators/faculty/staff) to live in, and contribute responsibly and morally/ ethically while being equipped with domestic and international experiences including mobility and cross-cultural interaction through enhanced international partnerships and networks."

That is to say that internationalisation at Mae Fah Luang University aims to address all stakeholders at the university to be internationally and domestically prepared to work, live and contribute as a global citizen. "Global citizenship" is defined as a person who is equipped with three elements: 1. quality of knowledge and professional skills 2. ability to work anywhere in multicultural settings and 3. capable of using 21<sup>st</sup> century skills.

Along with the definition of "internationalisation" and "global citizenship", the internationalisation strategy can be seen in Figure 2 below. It is believed that in order to create global citizenship, four dimensions need to be taken into consideration.

1. teaching and degree programmes
2. research and knowledge creation,
3. international attitude and outlook
4. creating international activities and an international atmosphere.



FIGURE 2. Mae Fah Luang Unviersity's Internationalisation Strategy for Global Citizenship  
 Source: International Affairs Division, Mae Fah Luang University, undated

Internationalisation has been integrated in all four dimensions of the university's operation. For teaching, three elements have been focused on, namely international accreditation at the international standard with local and regional knowledge, using English or other foreign languages as the medium of instruction, integrating international experience in an international classroom. Up to the present, five out of 72-degree programmes have been internationally accredited by international accreditation bodies. Apart of English language, two of Chinese courses have been made compulsory for all students. During the programme approval by the academic council, all study programmes need to demonstrate the integration of the international elements or contents in their study programme.

For research and knowledge creation, the university has established the research centre and strategies in order to generate new knowledge for regional solutions. This includes the international and regional collaboration for research on cross border issues, smog, as well as the establishment of the Office of Border Economics and Logistics, and the Mekong Civilization Museum. The research division at Mae Fah Luang University has been awarded the highest citation in research by Thompson Reuters in the field of Mycology.

Apart from knowledge creation through research collaboration, international activities and the creation of an international attitude, the International Affairs Division and each individual schools have been encouraged to create activities that will equip graduates as well as staff with an international mindset, intercultural skills, as well as 21<sup>st</sup> century professional/transferable skills.

#### THE THAI ECONOMY COURSE, BACHELORS OF ECONOMICS PROGRAMME

Among all four dimensions of the internationalisation 1. teaching and degree programme 2. research and knowledge creation, 3. international attitude and outlook 4. creating international activities and atmosphere, Lauridsen and Gregersen-Hermans (2019) spell out that the most complicated to implement is the internationalisation strategy used in the classroom. This section discusses the internationalisation efforts in the Thai Economy course, Bachelors of Economics Programme at Mae Fah Luang University.

The Bachelors of Economics Programme at Mae Fah Luang University offers a full time four year degree programme to Thai and international students. The programme has adopted the philosophy

of “Economics for Society” aiming particularly to create the graduate who can apply the knowledge and economic analytical skills in questioning, analysing, planning and resolving economic problems. The term “society” from the Economics Programme perspective is defined as both the Thai and regional society. Hence, the economic knowledge acquired through the programme must be relevant to regional and global dynamics, connectivity of the economies in different parts of the world, and between regions, in-depth knowledge about the economy of the northern region and the Greater Mekong Subregion. Students must also be equipped with foreign languages and communication skills in order to support sustainable peace building within the region, and be moral and ethical economists with good governing leadership skills.

With this in mind, the Economics Programme has been designed with the course structure that covers various aspects of the expected student outcomes of the graduates. As part of the general education, the degree equips students with foreign language skills by making Chinese language compulsory for all students while English is used as the main medium of instruction. In terms of specific content in Economics, in accordance to the university’s vision, the Economics Programme has uniquely developed transboundary and cross border or internationalised subjects to be part of the programme. These subjects are delivered in three different modes namely 1. short term outbound mobility or compulsory short term international visit, 2. internationalised contents of the subjects and 3. research based special topic course. This will be discussed in turns.

1. “Regional Study” which is a compulsory three credits subject. This particular course requires short term mobility for all students into foreign countries. The course is designed for learners to understand the up to date issues related to economic development in a country study. This is done through the process of pre and post reflection. Prior to departure, the students are asked to research and come up with scope of their interests. During the visits to leading companies, research units or economic think tank in the region, the students are assigned to lead the discussion and give presentation of all the knowledge and skills acquired upon their return. It is noteworthy that students are engaged in the designing and decision making of the country of their visit, the objectives and the places as well as the scope of their learning.

The programme executives believe that this participatory planning process with competent facilitator is a key for students learning for the enhancement of their international outlook.

2. Non-mobile subjects with an internationalised content. These subjects include ASEAN Economics, International Economics, International Trade and Investment, Cross Border Resource Management, and Gender Economics:-
3. Special topic course is a compulsory - credit subject that requires the fourth year students to carry out a mini-thesis in a group of three. The topics are voluntarily selected by students under the supervision of academic advisors. Although the topics, are voluntarily selected, the students are encouraged to pursue internationalised and up to date topics.

Apart from the course’s components, the internationalisation of the classroom is considered highly important. The Thai Economy that is used as a case study is a three-credit compulsory course for third- and fourth-year students. As the author is the main person responsible for the course, the course syllabus, objectives, outline, expected student’s outcome and assessment methods have been drafted with the approval of the School of Management Committee.

For the first semester academic year 2019, there are 2 foreign students among the 60 students in the class. Though the course syllabus, objectives, and outline have remained the same, parts that have been changed are the expected student-outcome, teaching methods/activities and assessment methods. The change in the expected outcome is to aim not only at the understanding of how the Thai economy functions, Thai economic policy formulation, development of Thai economy, the relationship between Thailand and its partners and regional partners but also most importantly, the course has been designed with the additional expected student outcome that they will become better equipped with intercultural competency, interpersonal communication skills, information search skills, critical thinking and analytical skills.

To achieve these expected outcomes, the class has been designed to be more internationalised and there will be a great effort to maximise the two foreign students’ experiences in class. In conjunction with our participatory student- centered

approach and active learning, during the first lecture and after the course outline had been presented by the lecturer, comments and suggestions by the learners were welcome. As a result, the students asked to allocate the 20 minutes at the beginning of each 3-hour session for the international economic news discussion and analysis. Students also asked to learn more content on current issues of the trade war and the impact on the Thai economy which was not originally in the course syllabus/outline. With regards to assessment, students shared their opinion that they would like to be assessed in all the knowledge and skills listed on the syllabus, and believe that an open book essay examination would be able to reflect on their knowledge acquisition and skills enhancement. It is also agreed that their presentations, both individual and group, should be used for assessment.

With the aim to internationalise the classroom to achieve the goal of equipping students with knowledge and expected skills, various teaching and learning techniques have been utilised namely: 1. Technology and mobile application 2. Student-identified issues-based learning.

For technology and mobile application, the Thai Economy course utilised various platform for learning. However, the main platform for communication and compulsory reading sharing is the Google Classroom which is supported and encouraged by the Mae Fah Luang University for the usage. Students all have the Google email accounts provided by university. With the Google Classroom access, all students would not miss any communication, assignments, reading, class management and feed backs.

Supplementary to the Google Classroom, other applications and programmes were also used including google Jamboard for brainstorming, Socrative for quick online quizzes for instance. These applications or programmes are useful when trying to engage students for discussion or opinion sharing.

Besides technology and application, the students identified internationalised issues-based learning are starting points to get students attention and it can further stimulate deeper learning through information search. The students' centered-learning and the students' participatory approach, both seeded life-long learning skills. Through the news sessions, the students were asked to read, share, analyse and debates the news articles using their economic knowledge and skills acquired in the

previous courses. With carefully crafted activities, each news session has been run differently. In some sessions, students were put in groups to share their analysis before coming up with a summary for the whole class. These groupings were not voluntary, but students were asked to be in a group with members that they were not familiar with. Working with unfamiliar friends aims to improve student's communication skills, interpersonal skills, team working as well as leadership. In some other sessions, students were given a quiz for the news session. They were asked to do a quiz twice, the first time without internet access but the second time, they were allowed to search for information. As a result, their information search skills improvement could be assessed.

### SCENARIO LEARNING

As part of the expected outcome of the knowledge section of the syllabus, the students were to have acquired knowledge about Thai economic system and Thai economic development as well as the current issues in the Thai economy. The scenario learning was designed in order for students to understand the Thai economic crisis in 1997 which is considered one of the most important events in the last 25 years. In fact, this topic is being chosen by democratic process by students at the beginning of the course. The scenario was written by facilitator as case study using the data and information from the 1997 Crisis. Students were put into groups and assigned to act as representative from different ministries and authorities involved in dealing with economic crisis; for instance, the Ministry of Finance, the Ministry of Commerce, the Board of Investment, the Cabinet, the Bank of Thailand, the Ministry of Industry, the Ministry of Agriculture, the National Economic and Social Development Board among others. Each of these groups were asked to analyse the crisis and come up with a proposed solution. At the end of the class, all the authorities were asked to discuss their proposed solution in order to come up with a solution for the country.

After the scenario, students were asked to reflect on their learning experiences both in terms of knowledge about the crisis and the Economic Structural Adjustment Programme as well as the function of each of the authorities the students represented. The concluding lecture was presented to ensure that students understand the crisis and how the Thai economy works.

### INTERNATIONALISED CONTENT THROUGH THE MAXIMISATION OF INTERNATIONAL STUDENTS

As there are two international students from China in class and there was a request to learn about the trade war between China and USA, the session was allocated for the learning of the trade war issues as requested and agreed by all students and the relevance of the trade war to Thai economy. The Thai students were asked to do research on the Thai economy and its current economic challenges including the strong value of Thai Baht and the slowdown in economic growth. For Chinese students, they were asked to do research on the Chinese economy on the occasion of the 70th anniversary of China.

In turns, they were asked to present what they have researched in class in exchange. This kind of setting enriched the discussion and resulted in deeper learning of the topic. This is only part of the session, but in reality, when the class is run, the students are always encouraged to compare, contrast and see the similarities between the Thai economic system and the Chinese economic system as well as other economic systems. This is done through simply asking questions, inviting questions from students or carrying out small group activities.

In fact, during the discussion in other topics i.e. Thai economic system, the questions can be asked to the Chinese students to share how the Chinese economic system different or similar to the Thai. It is unfortunate that the Thai economy class does not have a critical mass of diverse international students. Otherwise, the international learning environment by bringing the knowledge and experience of international students can be enriched for home students.

### SPECIAL LECTURE AND ANALYTICAL TOOLS

To deepen understanding about the Thai economy while enhancing the students' analytical skills, students were taught how to use mind mapping as an analytical tool. After learning how to do mind mapping, the special lecturer who is a leading economist in a national think tank was invited to give a talk on the global and Thai economy in the age of disruption. Students were asked to create a mind map after attending the lecture to be submitted in class.

The mindmap were exhibited in class to share their understanding, key messages learnt and discussion. It was observed that some students are able to utilize mind mapping as an analytical and presentation tool to conceptualize as well as linking the talk with the theories that they have studied.

### INTERNATIONALISATION MINDSET

The most important tactics in the internationalisation of the classroom are not about the technology, learning tools, or the presence of international students. The most important tactics are the implantation of the internationalisation mindset and outlook. With the critical mass of international students, a more natural ways of international learning environment are promising. However, not all classes are fortunate to have large number of international students with diverse background. Hence, it must be the efforts of the facilitators to maximize the available resources to create interantionalisation mindset and outlook. Activities can be created which integrate the international dimension in all the sessions and ensure that all students gain knowledge and skills. The international dimensions that can be integrated in class are done in different ways. For example, when discussing about Thai economy, the questions can be probed to students to think about how the situation would roll out in other country's economy. The questions were guided during the news session for students to relate the international economic news with Thai economy.

### ASSESSMENT

Although the course is entitled The "Thai Economy", students were asked to write their essays on the comparison of an economic crisis in two economies or two events. This topic has been used for assessment not only to evaluate if students understand about Thai economy, the context for economic crisis and solutions, students were evaluated if they have digital literacy and information literacy, analytical, and presentation skills. In particular, the essay of the comparative studies of two economic crises in different countries capture how students search for countries' specific political information and economic statistics, the analytical skills and ability to make comparisons of the crises, ability to build cohesive argument based on information acquired



and presentation skills. More importantly, students were evaluated for their ability to apply the economic knowledge and theory learnt in the essay. Through oral presentation, students were also assessed the communication skills. With the question and answer session, the presenters also demonstrate the problem solving skills.

### REFLECTION PROCESS

One week after the midterm examination, students were asked to reflect on what they learnt from the course in groups. A flip chart and markers were given to each group. It was shown from the result that in all groups, a significant amount of knowledge was recalled, as shown in the pictures below (Figure 3). It is also demonstrated that they have acquired the analytical, critical thinking, listening, teamwork, leadership, information search, time management, and presentation skills. In terms of content, it was also shown that students reflect on their international outlook in terms of other country's economy and the impact of the global events on Thai economy.



Picture D

FIGURE 3. Students Reflections of the Thai Economy Course

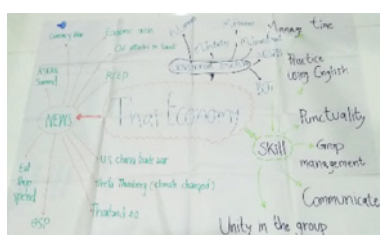
### CONCLUSION

The paper discusses the importance of internationalisation in higher education as it plays a crucial role in tackling 21st century challenges. Although an increasing number of higher education institutions has adopted an internationalisation policy and strategy, an effective policy must be context specific and an ever continuing process. In the case of Mae Fah Luang University, internationalisation has been integrated in all its functions and addresses all stakeholders with the goal of creating global citizens equipped with quality in depth knowledge and professional skills; the ability to work anywhere in multicultural settings and; acquire 21st century skills. However, internationalisation of classroom is not a guaranteed even when an internationalisation strategy at the institutional level is in place. In the case of the Thai Economy course as part of the Bachelors in Economics Programme at Mae Fah Luang University, it was shown that multiple efforts must be carried out. This includes the utilisation of the student- centred approach to the design of the course and the adjustment of the expected student outcomes emphasising 21<sup>st</sup> century skills through the internationalisation of the classroom.

The international students were integrated into the classroom to create an international atmosphere. The students identified international course content to be integrated into the syllabus and class activities. Class activities with appropriate technology and applications were designed to engage students with the international dimension. Scenario learning has been used to deliver both knowledge and enhance students' competencies. Assessment and reflection were installed with the international dimension. The most important factor in the internationalisation of the classroom is the international mindset of the lecturer and the programme.



Picture A



Picture B



Picture C

It can be concluded that effective and successful international learning requires effective design of the work itself and the evaluation methods. In addition, effective design of the activities requires paying particular attention to the expected outcomes i.e. collaborative skills, interpersonal communication skills, expressions of diverse perspectives and experiences, and cross cultural competency. The reflection process is crucial especially after the group activity. In doing this, students can enrich their understanding and assess the intended outcome of the class activities.

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