Internationalization Agenda of Canadian Educational Institutions and the Outcomes of Learning and Working Abroad Programs

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September 6, 2016

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Description of the Project

According to an Australian Special Report on international student mobility (2016) “the broad benefits of international student mobility are now well understood globally and learning abroad is a major focus of most higher education institutions’ internationalization strategies” (pg. 1). Universities globally and actively promote international study opportunities with the goal of enhancing personal growth, building intercultural skills, and increasing employability.

This project involves researching and documenting trends in the internationalization of educational institutions in Canada and abroad. More specifically, this project will examine:

1) The current status of the internationalization agenda of Canadian educational institutions,
2) Case studies and best practices of international institutions; and
3) The outcomes of learning and working aboard (co-op or internship) programs.

The objective of this project is two-fold. First, this project will provide us with a comprehensive literature review in this area to use as a reference for conducting future research. Second, this project will provide us with a comprehensive analysis of policies and practices of educational institutions.

Benefits to the participant and Requirements of the Project

The work we suggest in this term would equip the student with a thorough understanding of the internationalization of Canadian educational institutions and the benefits of learning abroad programs. An effective search can only be accomplished with an understanding, at the onset, of the complexity of the subject matter and the policy relevance of research in this area. Hence, the supervisor will spend time with the student going over the proposed project in great detail. In addition, the student will not only be asked to investigate and examine existing literature, but will also be required to discuss/ask questions during the weekly meetings with the supervising research analyst in charge with regards to this project, as well as data needs/gaps.
Project Deliverables and Timelines

October 7th:
Annotated bibliography of relevant research (properly sourced)
- A minimum of 20 sources is required (1-2 paragraphs summarizing key findings, strengths and limitations of research piece)

November 18th:
Draft report of major findings for each *suggested* theme identified below:

A. Internationalization agenda of Canadian Educational Institutions in the Global Context: Current Status

   Educational Institutions are becoming increasingly focused on going beyond inbound flows to “Internationalize” their campus, but what does this mean and what are they doing to try to achieve this? This section will focus on the policies and practices of educational institutions with an emphasis on co-op and internships offered by Canadian universities.

   As part of this section, an analysis of Canadian university/college mission statements will be conducted to determine what percentage of institutions make specific reference to international or global education.

B. International Educational Intuitions: Case Studies and Best Practices

   This section will focus on international educational institutions and programs that equip youth to work abroad.

   Please note: a complete list of institutions to examine in detail within this section will be provided to the student at the beginning of the semester.

C. Outcomes of Learning and Working Aboard (co-op or internships) Programs

   Factors to consider in this section are:
   - Language acquisition
   - Academic
   - Cultural intelligence/intercultural competence
   - Global citizenship
   - Career direction
   - Identify transformation
   - Early career prospects and employment

December 21st:
Submit final report to supervisor and program director including:
- major findings (will also cover data needs, availability and gaps for conducting research in this area)
- annotated bibliography (will cover strengths and weaknesses of each research piece)

January (Date TBC):
Design PowerPoint presentation, and present key findings of report to International Experience Canada, IRCC.
Meeting Schedule and Course Milestones

- Teleconference once or twice a week (or more frequently, if required) for approximately 1-2 hours to discuss project and to identify any issues or concerns.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td>Submission of applications by students</td>
<td>September 9</td>
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<tr>
<td>Sponsors and students informed about outcome of matching</td>
<td>September 13</td>
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<tr>
<td>Student interviews with sponsors</td>
<td>September 14-21</td>
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<tr>
<td>Last day for students to register in ECO4150</td>
<td>September 22</td>
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<tr>
<td>University of Ottawa Reading Week</td>
<td>October 23-29</td>
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