

INTERNATIONALISATION IN DENMARK

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A short history of internationalisation in Denmark

Phase 1: Expansion in the 00s

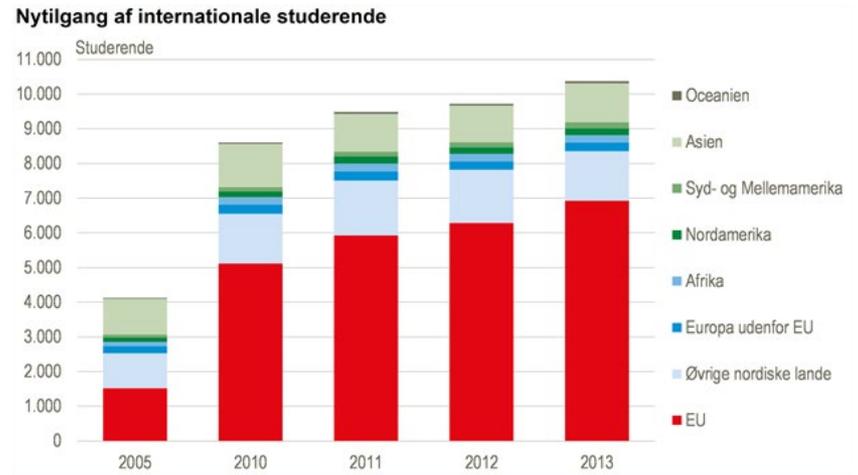
Denmark as 'first mover'

Phase 2: 'English Only'? (2007-10)

More EMI – fuelling a debate on the language(s) of Danish HE

Phase 3: Designing international education (2010-2017)

Most new programmes are 'international' and taught in English



2017-2019: '(re-)nationalisation of Danish HE

- In 2017 we find that 49% of MAs are English-medium, compared to 10% BAs; no. of international students: 15.709, or 11,3% of total
- Aug. 2018: Danish universities told to reduce no. of Int./EU students with 1.000-1.200; argument: graduates leave Denmark
- Nov. 2018: Danish universities announce the closure of several int. programmes (mainly MA); a 'nationalisation' of others (mainly BA)
- Aug. 2019: a number of universities announce that their total number of applicants have dropped (incl IT/Engineering); 27% reduction in EU applicants at BA level.



What have we learnt so far

- We took international education for granted – we probably underestimated the political force of ‘welfare nationalism’
- International education is something many students care about – we have seen a number of protests and campaigns
- We – as researchers and teachers involved in HE - have to become better at explicating the value added by internationalising study environments!



How international education adds value

Adding value through language

- Students preparing for work in a multilingual environment

Adding value through culture

- Listening to multiple perspectives on a phenomenon
- Challenging ethnocentric beliefs and practices

Adding value through knowledge

- Access to a wider pool of experiences and perspectives

Adding value through international relations/network-building



Select articles on international education

Tange. 2010. "Caught in the Tower of Babel: University lecturers' experiences with internationalisation." *Language and Intercultural Communication* vol. 10 (2), pp. 137-49.

Tange/Jensen. 2012. "Good teachers and deviant learners? The meeting of practices in university international education." *Journal of Research in International Education* vol. 11 (2), pp. 181-93.

Tange/Kastberg. 2013. "Coming to terms with 'double knowing:' an inclusive approach to international education." *International Journal of Inclusive Education*, vol. 17 (1), pp. 1-14.

Tange. 2016. "Inclusive and exclusive knowledge practices in interdisciplinary, international education." *International Journal of Inclusive Education*.

