

## THE CURRENT SITUATION OF THE INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS IN SPAIN

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### Abstract

This report examines the current situation of the internationalization of higher education institutions in Spain. Data was collected through document analysis and semi structured personal interviews to seven faculty members and six international students. The results show how internationalization in Spain has still some challenges to face among some are the level of English of their teaching faculty, as well as the increase of resources to improve services and training so international students integrate better.

### Introduction: Description of the Spanish national higher education.

Higher education in Spain dates back from Medieval times and they were created by the Catholic Church. Currently there are 84 universities in Spain (public and private). The decentralization process goes as far as the responsibility of higher education systems is at the level of the Autonomous Communities (Rumbley & Howard, 2015). The higher education law *Ley Orgánica de Universidades* (2007) LOU made important changes to adapt to the implementation of the European Higher Education Area (EHEA) or the so called the Bologna Process. The main changes were related to transform five-year-degrees into four-year-degrees, class sizes no more than 50 students per class, continuous evaluation, the use of ECTS system, measuring workload and competences acquired, as well as internship recognized with ECTS and being part of degree programs (Sierra Huedo, 2013). There is a new and most wanted higher education law *Ley Orgánica del Sistema Universitario* (LOSU), which is mainly focusing on improving the quality of the Spanish universities. Currently it is expected a change in the four-year-degree program + 1 year master's degree, into a three-year-degree program + 2 years master's program, so it is the same as the rest of EHEA countries. Over the past years a number of initiatives have been done in order to launch the quality an internationalization of the Spanish higher education system among some are the creation of Universidad.es a public foundation designed to place Spanish universities in the world and promote its excellency, and *Campus de Excelencia Internacional*, to incentive universities to become more internationalized. However, none of these reached the objectives that they were set up at the beginning of its creation (Rumbley & Howard, 2015). The funds are scarce and even more after the 2008 economic crisis. Spain is at the top European countries getting incoming students, not only from Erasmus programs, but also from US universities. Although, each university creates or not their own programs to prepare for this large number of international students. This large number of incoming students contribute to nearly 200 million to the Spanish economy, which makes it an important economy and market for Spain (Grasset, Griffin, and Pérez-Bedmar, 2014).

### **National policies for the internationalization of higher education.**

In Spain, internationalization in higher education is a priority in educational policies and is actively promoted through various initiatives and programs. Among the most notable policies in this area are:

- Exchange programs: Spain has bilateral agreements with more than 50 countries to promote the exchange of students and professors. The most well-known program is the Erasmus+ exchange program, which allows students to study a portion of their degree at a foreign university.
- Scholarship programs: The Ministry of Education and the autonomous regions offer scholarships for foreign students who wish to study in Spain and for Spanish students who want to study abroad. There are also scholarship programs for the mobility of professors and researchers.
- Strategic alliances: Spanish universities establish strategic alliances with higher education institutions around the world to promote academic cooperation and student and faculty mobility.
- Internationalization of the curriculum: The inclusion of international content in study plans is encouraged and the teaching of foreign languages is promoted at all educational levels.
- International research: Spain participates in numerous international research projects and collaborates with research institutions around the world.
- Overall, Spain has adopted a policy of openness and international collaboration in higher education with the aim of improving the quality of education, promoting student and faculty mobility, and promoting academic excellence in a global context.

National and regional laws in Spain that promote internationalization in higher education include:

- Organic Law (LOSU) 2/2023, 22nd March, University System. The entire title VIII is dedicated to internationalization. This law establishes the legal framework for the operation of universities in Spain and promotes cooperation and collaboration between Spanish and international universities.
- University 2015-2020 Strategy: This is a government initiative aimed at improving the quality and competitiveness of Spanish universities and promoting their internationalization.
- University 2021-2027 Strategy: this initiative maintains the University 2015-2020 Strategy concept, focusing on an activity approach based on the internationalization of students, teachers, and Training Programs: focus on the skills and abilities acquired by the students, in addition to the cognitive knowledge of the specific topic of study; cultural approach to create a culture of internationalization; process approach of the international dimension in all the activities of the university.
- University 2030: the CRUE's (Conference of Rectors of Spanish Universities) strategy consist of providing formulas that allow the convergence of Master's and Bachelor's

degrees with the international scene; make current regulations more flexible to take advantage of the potential of the initiative "European Universities" of the European Commission; support the internationalization of campuses, facilitating the incorporation of students from other countries and systems and betting on a wide mobility; guarantee programs and agreements between universities, national and international companies, Spanish and international institutions.

- Strategic Plan for the Internationalization of Catalan Universities: This is an initiative of the Government of Catalonia that seeks to promote the internationalization of Catalan universities and their participation in international research and cooperation networks.
- Internationalization Plan for Andalusian Universities: This is an initiative of the Government of Andalusia that seeks to promote the internationalization of Andalusian universities and improve their presence in the international arena.
- Action Plan of the University-Business Strategy 2020: This is an initiative of the Ministry of Education and Vocational Training that aims to promote collaboration between universities and businesses and promote the international mobility of students and professors.

#### Policies of internationalization in higher education in Aragon

- International Tutorial Action Plan: This is an initiative of the University of Zaragoza that aims to promote the internationalization of the university and improve the attention given to international students. The program includes actions such as personalized attention, help with integration, and cultural and leisure activities.
- Aragon-Québec Program: This is a cooperation program between the autonomous community of Aragon and the province of Quebec (Canada) that aims to promote cooperation in higher education, research, and innovation.
- Aid Program for International Mobility of University Students in Aragon: This is an initiative of the Government of Aragon that aims to promote international mobility of Aragonese students by granting economic aid to study at foreign universities.
- Currently, the Autonomous Community of Aragon does not have a specific Internationalization Strategy for higher education. However, a process of reflection and analysis was taking place to update the internationalization policies in higher education in Aragon; the Directorate General of Universities and Research of Aragon were working on the development of a Research and Innovation Plan for the Smart Specialization of Aragon, which includes measures to strengthen internationalization and cooperation in the field of research and innovation. This plan aims to improve the competitiveness and economic and social development of the region, including the internationalization as a key aspect.

**A quantitative picture of internationalization: number /percentage of international students in the national higher education system.**

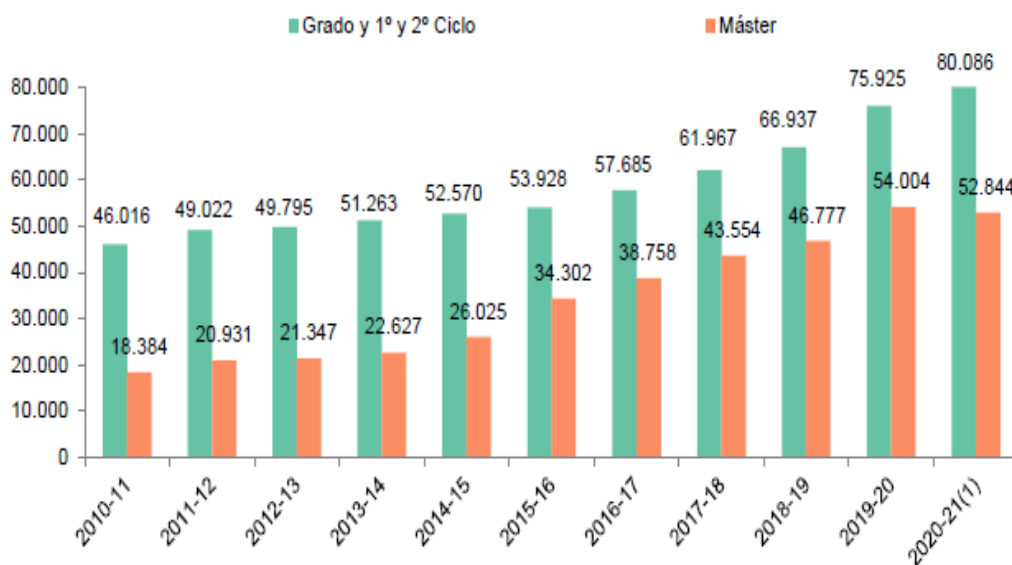
According to Ministry of Spanish Universities (2022), during the year 2020-2021 Spain had 84 universities, 50 public and 34 private. Spanish universities offer 3.602-degree programs, 2135 (73%) are offered by public universities.

*The internationalization of Spanish higher education.*

The number of international students registered in the Spanish system reached 157.835, 9,4% of all the students studying in Spanish universities. Most of them were in doctoral programs (27,5%), followed by master’s students (21,3%) and degree programs (6%) (Figure 1).

**Figure 1. Evolution of the number of international students registered in university degrees and Master’s (2010-2021).**

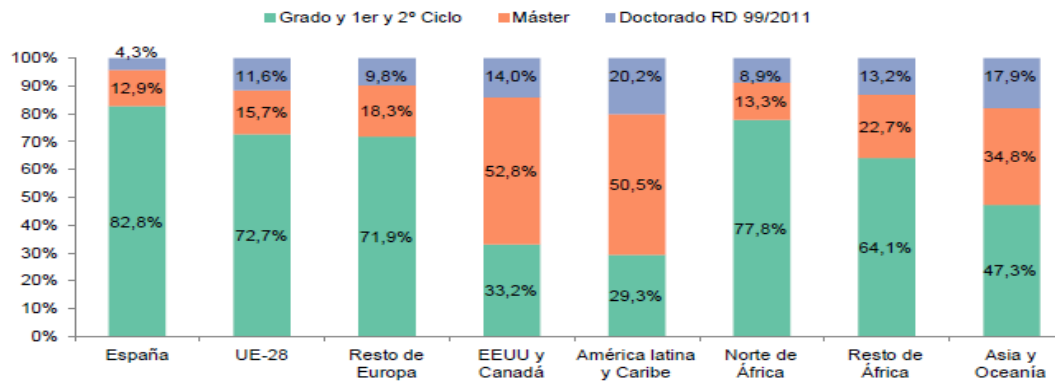
Source: *Ministerio de Universidades (2022, 86)*



As it can be inferred from Figure 1, the number of international students incoming during 2019-2020, we mean those who come to study from other countries to do full degree programs (73.752 students from Latin America and the Caribbean) or one or two semester incoming students (55.593 students, mostly from the EU and the USA) the total number was 129.375 international students. The countries of origin from which most of the students come are Italy, France, the United States, Colombia, Germany, and Mexico.

The number of outgoing students (Spanish students who participate in study abroad programs) were 42.253. Spanish students in mobility programs study mostly in European countries such as Italy, France, and Poland. Among the different continents, Latin America, then the USA and Canada.

**Figure 2. Distribution of the number of students registered in Spanish universities by nationality and study level (Year 2020-21)**  
**Source: Ministerio de Universidades (2022, 86)**



The data show on Figure 2, that meanwhile European, African, Asian international students register mostly in Spanish degree programs, students from North America, Canada and Latin America registered mostly in Master’s and PhD programs.

**Summary of research and report results of National and International organizations concerning the internalization of national HEI’s.**

The report *Internationalisation of Higher Education* (2015), commissioned by the European Parliament is based on the results of two surveys carried out by the International Association of Universities (IAU) and the European Association for International Education and a Delphi panel of experts in international Education around the world. Its main research question was *How can 'internationalisation' be understood in the context of higher education, and what strategies are being pursued globally in this regard?* (p.287) The report compared 10 European countries in terms of the following:

- the influence of European programmes and policies
- national policies and their influence
- stakeholders and funding schemes
- the effectiveness of institutional policies
- key performance indicators
- challenges and aspirations

According to the results of this report, Spain has strong ties with the European Union and, since joining in 1986, has been a very active participant in European programmes, particularly Erasmus. National strategies have also depended substantially on funding from European Commission (EC) programmes and projects. Internationalisation in Higher Education has been a priority in Spain for almost 30 years, beginning with development cooperation programmes,

coordinated by the Ministry of Foreign Affairs in the late 1990s and early 2000s largely aimed at Latin American and North African countries. One such programme was the PCI (Programme for Inter-university Cooperation and Scientific Research) (Rumbley and Howard, 2013).

In 2008, 'Universidad.es,' a public foundation was set up with the aim of promoting Spain globally as a destination for international academics, both students and staff, and in 2009 the government published their *Estrategia Universidad 2015* (EU2015), a plan for the improvement of the Spanish university system which placed internationalisation as central to university policy. Unfortunately, during this period, cuts in education budgets and the consequent lack of funding reduced the effectiveness of this and other programmes dramatically.

A Strategy for the Internationalisation of Spanish Universities was developed by the Spanish Ministry of Education, Culture and Sport (2016) with two main axes: quality and language. The main objective of this strategy was to consolidate a strong and internationally attractive higher education system which promoted the incoming and outgoing of the best students, lecturers, researchers and administrative staff, educational quality, the Spanish language and the internationalisation of academic programmes and R+D+I activities. The strategy aimed to enhance the attractiveness and the international competitiveness of Spain, as well as promoting its socioeconomic development based on knowledge.

Spanish universities themselves play an active role in policy concerning internationalisation among other things. The CICUE (The Spanish Universities' Commission for Internationalisation and Cooperation), the sectorial committee for internationalisation of the CRUE (the Spanish Rector's Conference) has a forum where people responsible for internationalisation can work together and coordinate joint projects.

As mentioned in previous sections of this report, higher education in Spain is decentralised and this has led, for example, to a lack of national guidelines and nationally agreed support services for incoming students and scholars.

*The internationalisation of the Spanish university and its contribution to the international projection of the country* (Crespo MacLennan, 2011) highlights the wide gap between the history, economy and culture of Spain and its low position in international rankings. This is attributed to a lack of sufficient and stable funding necessary to implement changes; short-term leadership (rectors are elected for short periods), priorities and planning; a strong 'inward' orientation – universities tend to hire from among their own staff rather than looking 'outside'; low levels of English among the general population and academics; a relative lack of programmes in English; university reform that does not correspond to much of the rest of Europe (4+1 instead of 3+2) and finally, a continued focus on quantitative aspects of internationalisation. The report concludes that "leadership – at national and institutional levels – appears to be the most crucial element to ensure the implementation of an effective and sustainable internationalisation agenda" (p.176).

Some of these ideas are also presented in a SWOT Analysis included in the aforementioned document concerning the strategy for the internationalisation of Spanish universities 2015-2020 (p.20). According to this analysis, the main strengths in Spain were teaching quality; Spanish university students' appraisal abroad (especially in certain areas); the structures for internationalisation at national level (SEPIE) and the extended international network of the Spanish Ministry of Education, Culture and Sport and other official organisations (MEySS, MINECO, MAEC, ICEX AECID, etc.); and its notable participation in the EHEA and EU forums regarding strategies and measures for internationalisation. As for weaknesses, the low number of joint degrees and of courses taught in English and other international languages; the difficulties of attracting international lecturers and administrative staff; the higher average cost and duration of degree programmes in comparison to other countries, and low position in global university rankings were mentioned. Among the opportunities mentioned were the development and implementation of joint degrees with foreign universities and the creation of new European educational programmes (Erasmus +) and R+D programmes (Horizon 2020). Finally, the threats identified were the obstacles to involving companies in international projects; the difficulties involved in staff' renewal due to national regulations and budgets; the estimated decrease in structural funding, difficulty in following the technological and methodological developments linked to online training, and the difficulty of attracting and retaining talented people.

Finally, the Spanish Service for the Internationalisation of Education (SEPIE) concluded in a report published in 2017 (The Internationalisation of Higher Education in Spain. Reflections and Perspectives) that Spain should go beyond the student mobility offered by the Erasmus+ program, since student mobility is just one of many global initiatives contributing to the internationalisation of universities. According to this report "participation in world events, fairs, transnational projects, and new employability formula are the defining features of a young organization that is very active in promoting the internationalisation of the Spanish higher education system" (p.27).

### **Research questions** (multiculturalism at the institutional/national level)

1. How do international students experience higher education in Europe in terms of diversity and multiculturalism?
2. What are the perceptions and attitudes of teaching staff towards managing multicultural and diverse classrooms in higher education institutions in Europe?
3. What are the challenges and barriers faced by both international students and teaching staff in promoting diversity and multiculturalism in higher education in Europe?
4. How effective is the current training and support provided to teaching staff for managing multicultural and diverse classrooms in higher education institutions in Europe?
5. What are the best practices and strategies for promoting diversity and multiculturalism in higher education in Europe and how can they be integrated into the training curriculum and teaching materials?



## Methodology

Qualitative methodology was used to collect the data. Since most of the internationalization reports about Spain show only the quantitative part of the internationalization process of HEIs, following qualitative methodology gave us the opportunity to look into the quality and get to know what is being done and the impact of those strategies and policies have in the experience of international students and faculty members. The tools used were semi-structured personal interviews with open-ended questions. The interviews were taped, transcribed, and coded. They last about 40 minutes to one hour.

## Participants

**Table 1. Characteristics of teaching staff**

|   | Gender | Age | Faculty                                   | Field of expertise                            | Years of experience in teaching | Years of experience in teaching multicultural classrooms |
|---|--------|-----|---|---|---------------------------------|--|
| 1 | Female | 50  | School of Communication & Social Sciences | Communication; Political Relations            | 20                              | 9  |
| 2 | Female | 51  | School of Engineering & Architecture      | Artificial Intelligence; Computer Engineering | 12                              | 7  |
| 3 | Female | 55  | Institute of Modern Languages             | Education; CLIL                               | 29                              | 23   |
| 4 | Female | 52  | School of Communication & Social Sciences | Business Administration; Leadership           | 16                              | 12   |
| 5 | Male   | 46  | School of Communication & Social Sciences | Audio-visual Communication                    | 12                              | 9  |
| 6 | Male   | 45  | School of Communication & Social Sciences | Marketing                                     | 13                              | 6  |
| 7 | Male   | 45  | Institute of Humanism & Society           | Sociology; Communication                      | 11                              | 10   |



**Table 2. Characteristics international students**

|   | Gender | Age | Faculty                                   | Field of study             | Country of origin |
|---|--------|-----|---|----------------------------|-------------------|
| 1 | Female | 23  | School of Communication & Social Sciences | Political Sciences         | Italy             |
| 2 | Female | 22  | School of Communication & Social Sciences | Communication              | Germany           |
| 3 | Female | 21  | School of Communication & Social Sciences | Communication              | Austria           |
| 4 | Female | 22  | School of Communication & Social Sciences | Advertising                | Italy             |
| 5 | Female | 19  | School of Communication & Social Sciences | Journalism & Communication | USA               |
| 6 | Male   | 22  | School of Communication & Social Sciences | Translation                | Belgium           |

## Findings

### Academic Staff Experience

#### Individual experiences and approaches

All the 7 teachers interviewed have plenty years of experience teaching multicultural classrooms (see Table1). The average number of years teaching multicultural classrooms is between 7-10 years. They all agreed that it is a positive experience, enriching and at some points it has been challenging for them. At USJ the teaching staff has a Content Language Integrated Learning (CLIL) training program, which it was very fine for the beginning of their teaching multicultural classes. However, most of teaching staff affirmed that they miss more pedagogical support, a training focused on intercultural classes and dealing with diversity in the classroom. They affirm that how the assignment of workload is done at USJ is fair and very welcomed. The teaching staff who teaches classes in English get a plus of half their ECTS (a course that is 6 ECTS, if that course is taught by a professor who has gone through the CLIL training gets 9 ECTS in their workload). All of the participants considered it is affair deal. But in general, they claimed more training and support in multicultural classes and in intercultural competence.

All the teachers approach their intercultural teaching almost the same way, they use examples of the countries represented in their classrooms and try to let them explain how are different situations, as explained in class, in their countries. This is challenging for them since they have to work on those examples. They affirm that this classroom context challenges local students to pay more attention in class and to be more involved in class discussions.

Some of them affirmed that since USJ is very young university, and it was created at the threshold of the European Higher Education Area (EHEA), the so called the Bologna process, the way we have manage the syllabi and the structure of continuous evaluation, helps the approach to reach international students in their classes. The approach of more practice than theoretical approach in teaching also helps in multicultural classrooms. An important challenge is how overcome the knowledge gap, teachers affirm that sometimes the level of certain international students is lower or higher than local students, which is a challenge when they have to plan their classes. Also how they communicate, since it is very different from culture to culture, and it is something that teachers have to take into account in class (take into account that at USJ classes are small so the contact with professors is constant and the communication between students and teachers is a very close tow way process).

None of them have experienced racism or discrimination in their classes. However, they have affirmed that sometimes when doing group work is difficult to mix the students: International students stick together, and local students do the same. International students interviewed affirmed that when they have to work with local students (Spanish students) is very challenging and it takes some time to get organized and understand how they are going to do the work.

Teachers consider that the training the received in CLIL, was good at the beginning of their teaching in multicultural classrooms and for teaching in English, but they feel that they need more now. More training in intercultural issues, and intercultural pedagogies as one of them affirmed “sometimes it is hard to communicate effectively with international students, I would like to be better prepared for that”.

### **Benefits**

The main benefits are how these classes are “different” from the rest of classes that they teach. It is encouraging for them, to help the environment to be good and how international students participate in the classes brings a new approach and light to the content they teach. As one of the teachers explained “international students participate more in classes and give very good examples from their own countries” this makes local students to reflect about certain realities and situations that they take for granted or that they never thought about.

### **Challenges**

Some of the teachers interviewed declared that an important challenge is how to manage classes in where there are more international students than local students. This situation happens in the School of Communication and Social Sciences that gets a lot of international students. If this happens, local students feel excluded, and they do not participate in the class and there is no interaction between local and international students which may produce ghettos within the international students and cero integration process. Another challenge that was mentioned is the limitations that some of the teachers feel when teaching in English,

since it is not their mother tongue, and they do not feel fluent. They also mentioned the different cultural standards in how to learn and how to approach the assignments. These also differs from culture to culture, is not the same German students or Korean students or Italian students. This also affects the environment in the class as well. As for the teaching staff the most important barrier is having a good level of English, they also commented in communicating effectively with the students, because they learn and communicate in a different way than local students. They need to prepare more and in more detailed the assessment. They also claim that there are some student services that have not been adapted for international students, such as the psychological help line for example.

## **Mechanisms**

At USJ the teaching staff has a Content Language Integrated Learning (CLIL) training program, which it was very fine for the beginning of their teaching multicultural classes. However, most of teaching staff affirmed that they miss more pedagogical support, a training focused on intercultural classes and dealing with diversity in the classroom. More intercultural communication training and how to approach different ways of learning depending on their cultural background. One of the teachers also affirmed that more support from other university departments would be also needed such as Psychological Department.

They affirm that how the assignment of workload is done at USJ is fair and very welcomed. The teaching staff who teaches classes in English get a plus of half their ECTS (a course that is 6 ECTS, if that course is taught by a professor who has gone through the CLIL training gets 9 ECTS in their workload). All of the participants considered it is affair deal. But in general they claimed more training and support in multicultural classes and in intercultural competenceNeeds

As for needs they affirmed that more training in intercultural pedagogies and also how to manage mixed cultures group work would be required, as well as a more efficient level of English (some of them).

## **Student Perspective**

### **Individual experiences and approaches**

Most of the students who participated in the study have had some previous international experience. They all affirmed that they love being part of a multicultural class. They enjoy the environment and how they learn. They find the teachers very close and helpful, and they are always willing to help them and reaching out to see that everything is ok.

They have never experienced racism or discrimination although one international full student affirmed that she has felt rejected in some group projects because her Spanish is not very

good, “I have found hard to do group work, Spaniards express themselves in a very different way, they cry a lot when they are stress out”. Students find their experience in multicultural classrooms as very positive. They enjoy those classes more than the ones they are the only ones with local students. One of the participants affirmed that she found a great difference in the way of teaching being here at (USJ) more practical and back home more theoretical. They feel excited to have the opportunity to study abroad and they see it as something that it would greatly improve their CV in a very near future.

### **Benefits**

All the students affirmed that being in multicultural classrooms have a lot of benefits and positive aspects. They learn more and better. They feel challenge, to communicate better and to explain their perspectives and points of view and seeing other perspectives. They feel the teaching methods very different from their countries, being more focused into practice here than back home. They feel excited to have the opportunity to study abroad and they see it as something that it would greatly improve their CV in a very near future. They are looking for more international experiences as some of them mentioned, in the summer they are going to do some volunteer program in Africa, and others are going abroad next year again.

### **Challenges**

As for international students there are two important sides, one is the perspective and experience of incoming short stay, mostly ERASMUS students, which they feel very much supported with an institutional orientation to integrate better in USJ. And then, there is the experience of international students who are full time students, the ones who come to study the whole degree in Spain. The latter perceive lack of support in their adaptation process, and they feel on their own in a completely different system and sometimes very lost.

### **Mechanisms**

All the students agreed on the great support they have received at USJ. The orientation days were very helpful for them even they mentioned the session on cultural shock and adaptation process. Although the full-time student, mentioned that she felt quite lonely in the process (these students do not get the same orientation as international students who come for one semester or one year). So more support for this type of international students would be needed.

### **Needs**

The students affirmed that the skills and competencies needed to be efficient in multicultural classes were the following: group work; being flexible; good communication skills and finally to be able to be out of your comfort zone. Being able to reach the international office as well

as having advisors, is very helpful. They also compared the two systems, the one from their local university and USJ.

## Conclusions

We can draw many conclusions from this brief country report, first and the most obvious one is that Spain is chosen for many international students as a fine destination for doing their study abroad program. However, even this clear impact in the Spanish economy, no strong funding and insufficient one is focused on this type of educational programs. There are lack of resources allocated to strengthen internationalized programs, starting with their leadership (qualified and internationalized roles) and also promoting hiring of non-local faculty, which is indeed a challenge. More courses taught in English are needed and an improvement of the academic staff English level. Restructuration to a three-year degree program and two-year- master's program. Universities should be prepared for this number of incoming students. After many years of no clear change, the lack of looking forward roles in university leadership positions shows in the need for important structural changes. Internationalization and diversity are here to stay is the future of Europe and of a globalized 21<sup>st</sup> century-knowledge society. Spanish universities should and must keep up with the challenge.

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## ANNEXES

### Annex 1. Consent Form

Multicultural Classrooms: Inclusive Learning and Teaching in Higher Education

Hereby I confirm that:

"I have been informed of and understand the purposes of the study"

"I have been given an opportunity to ask questions"

"I understand I can withdraw at any time without prejudice"

"Any information which might potentially identify me will not be used in published material"

"I agree to participate in the study as outlined to me."

"I << fill in the research participant's name here >>, consent to participate in 'Research Phase of MultiClass Project' conducted by << insert organization name here >>. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Name of participant: \_\_\_\_\_

Signature and date

### Annex 2. Questions for Lecturers

#### INDIVIDUAL EXPERIENCE & APPROACHES

1. Can you share your experience in teaching in multicultural classrooms?
2. How do you think teaching in multicultural classrooms affects your motivation? (in a positive and/ or negative way)? Give an example & explain.
3. Have you ever experienced racism and discrimination in some of your multicultural classrooms? If so, how did you deal with it?
4. What was your biggest challenge while teaching in a multicultural classroom?
5. What do you think about the impact of multicultural classrooms on the overall performance of students in your courses?
6. Can you provide an example of a time when you had to adapt your teaching or research to meet the needs of a multicultural classroom? What are the most significant differences between managing homogeneous and diverse (multicultural) classrooms?



7. What strategies, approaches and methods do you use to create a more inclusive environment in a multicultural classroom?
8. How well do the curriculum and teaching materials reflect the cultural diversity of students?
9. Do you provide the class with real-life examples from all around the world?
10. Do you feel well-equipped to handle the diverse cultural backgrounds of your students and create a supportive learning environment for all?

#### BENEFITS

11. What opportunities and benefits have you experienced in teaching multicultural classrooms?
12. Do you remember a positive experience that made you happy while teaching in a multicultural classroom? Would you share it with us?

#### CHALLENGES

13. What challenges have you encountered teaching in multicultural classrooms? Could you share that experience with us?
14. Do you think increasing the number of international students at universities leads to any challenges in your teaching practices?

#### MECHANISMS

15. What kind of mechanisms does your university provide to support teachers teaching in multicultural classrooms?
16. Have you received any training regarding teaching in multicultural classes? Can you share the impact of training on your teaching practices?
17. Does your university offer any integration program for international students? Do you personally, as a teacher, provide any orientation and integration program (ice-breaking activities, excursions etc.) for your students?

#### NEEDS

18. What essential skills and competencies do you need to train in multicultural classes?
19. What kind of services and training would be beneficial to teach better in multicultural classes?
20. How do you receive/give feedback from/to students regarding relationships in the classroom?

### Annex 3. Questions for Students

#### INDIVIDUAL EXPERIENCE & APPROACHES

1. Can you share your experience studying in multicultural classrooms?
2. How do you think studying in multicultural classrooms affects your motivation? (in a positive and/ or negative way)? Give an example & explain.
3. Have you ever experienced racism and discrimination in your multicultural classroom? If so, how did you deal with it?
4. What do you think about the impact of multicultural classrooms on your overall performance?
5. Can you provide an example of a time when your teacher had to adapt his/her teaching to meet the needs of international students?
6. What strategies do your teachers use to create a more inclusive environment in a multicultural classroom?

#### BENEFITS

7. What opportunities and benefits have you experienced in studying multicultural classrooms?
8. Do you remember a positive experience that made you happy while studying in a multicultural classroom? Would you share it with us?

#### CHALLENGES

9. What challenges have you encountered studying in multicultural classrooms? Could you share that experience with us?
10. Do you think increasing the number of international students at universities leads to any challenges for you?

#### MECHANISMS

11. What kind of mechanisms does your university provide to support international students?
12. Have you received any orientation and guidance regarding studying in multicultural classes? Can you share the impact of this orientation and guidance on your studies?

#### NEEDS

13. What essential skills and competencies do you need to develop in multicultural classes?
14. What kind of support would you like to have to study better in multicultural classes?