# DEVELOPMENT OF THE INTERCULTURAL COMPETENCE IN THE CONTEXT OF INTERNATIONALISATION

**Eglė Gerulaitienė**
*Šiauliai University*

## Introduction

Internationalisation processes in higher education and labour market without specific subject competences (academic and research) and general ones (abilities of information, teamwork, project activities, communication etc.), seek to develop the intercultural competence in study programmes which enable scholars (including MA students) to work in the intercultural academic and (or) professional area.

The aims of the Bologna Process raise new requirements of international cooperation for higher education institutions, i.e. to increase mobility of teaching staff and students, social and academic openness, to implant European levels in the study process and on that ground to rapidly internationalise studies. The aim is to involve students (especially Master's Degree (MA) students) in the teams of more experienced investigators (teaching staff and scientists), international research and projects which are being implemented as well as in the presentation of the results of scientific research in a foreign language in international conferences and databases. Students' direct communication and cooperation with students, teaching staff and scientists from other countries is encouraged. Specific processes, procedures and programmes of study internationalisation (exchanges of students and teaching staff, joint degree and double degree study programmes, international research, teaching languages etc.) become a usual part of the activities of contemporary higher education institutions.

***The aim of the research*** presented in this article is to discuss the development of MA students' intercultural competence in the context of internationalisation processes in the institution.

In order to achieve the aim of the research, the qualitative research was chosen, i.e. the research data was collected via the biographical interview which was conducted in two universities of Lithuania in March and April 2010. The received data is analysed invoking *subjective-interpretive – constructivist conception* (Berger, Luckmann, 1999; Denzin, Lincoln, 2003), the development of MA students' intercultural competence elements is seen through the experience of the research participants. The following attitude is maintained: intercultural competence is being formed, developed and constructed all life long acquiring professional and personal experience. The reconstruction of the past arises as a situation of consciousness which is expressed in the verbal form of narration. Therefore, the reported experience on how MA students gained and developed the intercultural competence in the higher education institution as well as life events which were forgotten and remembered at present acquire meaning which can provide new knowledge for the further development of intercultural competence and internationalisation processes in higher education institutions.

24 MA students from Šiauliai University and Vytautas Magnus University participated in the research. An in-depth interview was used to reveal the experience of the survey participants developing the intercultural competence in the context of higher education internationalisation.

## The Influence of the Internationalisation Process on Higher Education Institutions

The objective of the internationalisation of higher education corresponds to the needs both of the global economy and the labour market which is becoming international. The increase of both the influence of international corporations and the dependence of national economies on world economic processes, the development of international trade and the rise of new trans-national companies make assumptions to speak about employees' intercultural competences allowing to work in this international context.

Internationalisation, first of all, is understood as a reaction to globalisation and as a strategy of higher education institutions in the global environment (Knight, 1994, Knight et al. 1997, 1999; Beerkens, 2004; Wende, Van der, 1997). The conception of internationalisation was formulated by many authors but Knight's (1999, 2003, 2006) conception is widespread and universally applied in different countries, cultures and education systems. It defines internationalisation as the process of integrating the international, intercultural and global dimension into the purposes, functions and delivery of higher education.

According to Knight (1999, 2003), Fielden (2006), Wende, van der (1997), **internationalisation strategy** includes: 1) projects of international

cooperation and development; 2) inter-institutional agreements and network; 3) international / inter-cultural dimension of the study process; 4) curriculum and research; 5) post-lecture activities which take place in the higher education institution; 6) the mobility of the academic staff through exchange programmes, expert, consulting and scientific work; 7) recruitment of foreign students' groups; 8) student exchange programmes; 9) joint / double study programmes; 10) branches in foreign countries, etc.

Soderqvist (2002), Knight (1999, 2003, 2006) and international agreements (Sorbonne Declaration; Bologna Declaration; Prague Communiqué; Berlin Communiqué; Bergen Communiqué) show that internationalisation of higher education is related to the quality of higher education. It means that international cooperation and exchange programmes of students, teaching staff and scientists will become a norm and will provide a possibility to learn from each other, compare and generalise the best conceptions and practical experience, understand the multicultural environment, learn foreign languages, etc. According to many international documents, internationalisation of scientific studies is not a process of its purpose but a means to ensure the quality in the higher education system invoking the international, social and academic cooperation of the institution. Internationalisation of studies is directly related both to the student's activities and one's professional career. It also influences activities of the school staff, study process, content of curriculum and activities of the institution itself.

## The Role of Higher Education Institutions Determining the Relationship between Institutional Factors of Internationalisation and Development of MA Students' Intercultural Competence

In this part of the article it is important to perceive the influence and significance of the institution(-s) in the context of the development of MA students' intercultural competence describing two institutional cases which determine the relationship between institutional factors of internationalisation and the development of MA students' intercultural competence.

Lithuanian universities pay a special attention to the development of internationality, the Bologna Process which started in 1999, striving to create the area of European higher education and research is the basis. Therefore, the conception of the integration of internationalisation as an international, intercultural, global dimension into the purposes, functions and delivery of higher education becomes a constituent part of the strategy of university activities.

Analysing the data received during the research, it was noticed that institutional factors of internationalisation were discussed in the theory: 1) projects of international cooperation and development; 2) inter-institutional agreements and network; 3) international / intercultural dimension of the study process; 4) curriculum and research; 5) post-lecture activities which take place in the higher education institution; 6) the mobility of the academic staff through exchange programmes, expert, consultative and scientific work; 7) recruitment of foreign students' groups; 8) students' exchange programmes, etc. influence the development of MA students' intercultural competence. As a result, 2 institutional factors / cases of internationalisation which determine the development of MA students' intercultural competence were analysed during the research (the case of Šiauliai University – the implementation of the project ARIADNE in Šiauliai University internationalising study programmes; the case of Vytautas Magnus University – study programmes were advanced integrating strong practical and experiential factors of internationalisation).

**Case 1.** Analysing the results of the research it emerged that the development of MA students' intercultural competence depended on institutional factors of internationalisation. The case of Vytautas Magnus University (Case 1) is peculiar in such a way that the participants of the research study the advanced study programme in which factors of internationalisation allowing MA students to develop intercultural competence dealing with real problems, facing representatives of other cultures during studies are integrated. External (institutional) factors and study programmes themselves developing factors of internationalisation and MA students' intercultural competence distinguished by the participants of the research will be discussed in the article.

Vytautas Magnus University participants of the research present the same institutional factors which were previously discovered in the literature (language learning policy, institutional multilingualism, number of credits assigned to foreign languages, number of teaching staff delivering lectures in the programme, lectures are delivered in the English language when Erasmus students join the group, etc.). These factors helped them to involve in the international cooperation. Although it is important for higher education institutions to take all the opportunities provided by the European Union and its countries cooperating with foreign partners and actively participating in the international programmes, such as SOCRATES – programme of higher education and its sub-programme – ERASMUS, the participants

of the research, evaluating the opportunities provided by their institution to use finances of these programmes and not only to increase professional competence but also to extend skills of other languages and take over various cultures, estimate institutional conditions allowing them to participate in *international programmes*, to study or perform internship in foreign institutions and organisations:

"Of course the institution gives a lot if it can offer Erasmus or other programmes. Although, as far as I remember, very few students from our group went out in the framework of the programmes. Now I see a lot of changes, Erasmus days are organised. Much effort is put in this work and there are a lot of incoming people". Naglė (24 years old)

"The aim of the institution is to provide opportunities, acquaint with the programmes, opportunities. It is not the institution that acquires international experience, you yourself go out". Berta (25 years old)

The implementation of the **foreign language policy** in the university is an institutional factor which determines students' preparation not only for Master's Degree studies but also for studies in foreign institutions. This particular factor is mentioned very often. The development of internationality in Lithuanian universities is inseparable from language teaching, development of the multilingual competence and linguistic preparation of the university community to participate in international projects of studies, science, business as well as in cultural and personal projects. *Linguistic preparation of students* is declared as one of the greatest values of the university in the strategic plan of Vytautas Magnus University (2007–2011); that is why the task to create an optimal system of foreign language learning combining students' wishes and abilities as well as requirements of professional activities and international communication is set. The participants of the research positively evaluate the implementation of the language learning policy in Vytautas Magnus University and present their experience acquired in Bachelor's Degree studies of the university:

"There were very good conditions in the university, you pay 250 LTL and every day you have courses on the foreign language. I learnt both French and Spanish. Vytautas Magnus University holds the policy that a student has to pass 4 levels of a foreign language". Mantas (23 years old)

"I took a test of the English language and I got into one of the groups of the English language when I entered the university. As far as I remember, I got into the group of level 3. Levels 3 and 4 are the highest ones, while the first two levels are the basis. All in all, there were 4 levels of the English language

and you had to pass all of them. When you pass a test, you learn English for a year. For me it was the consolidation of knowledge". Naglė (24 years old)

***The announcement and spread of international events and information*** is one more institutional factor creating good conditions to involve students in international cooperation:

"We organise an intercultural day in our institution where intercultural experience of other students is presented to our students. We share both positive and negative things. I administrate the web site where people have to write their reflections when they come back. It is inevitable to share experience, as the Department of International Relations does everything in order to announce and spread this information. It is a part of work because other people will not know how to acquire this experience". Berta (25 years old)

In spite of external (institutional) factors, (*internal) factors of a study programme, internationalisation* make a big influence. The participants of the research distinguished 5 latter factors: 1) the usage of a foreign language during studies; 2) experience with incoming foreign teaching staff; 3) the involvement of Erasmus students in the study process; 4) interdisciplinarity of the study programme; 5) participation in international scientific conferences.

In order to internationalise study programmes of higher education institutions, the attention is paid to the international aspect of the content of subjects which, first of all, is closely related to reading foreign scientific and methodical literature. Due to economical considerations, quite a small amount of scientific and educational literature sources have been translated into the Lithuanian language, that is why students as well as scientific and teaching staff of higher education institutions meet the need to read foreign authors' scientific and educational literature in foreign languages.

Few scientists emphasise the linguistic aspect of the intercultural competence (Byram, 1997). The linguistic competence is essential in order to effectively communicate in the intercultural context, that is why language learning and the development of linguistic competence is an inherent part of intercultural communicative competence. Linguistic competence is defined as the ability to effectively express oneself and communicate. It is not only a sufficient basis of linguistic knowledge. However, the ability to speak another language does not determine successful communication if we do not have a proper understanding of various cultural differences. Referring to linguistic competence it is important to mention the socio-cultural competence which is

related to the part of the linguistic competence and it is the ability to behave in a proper and flexible way facing new phenomena of culture and differences in the process of communication.

Thus, the respondents of the research refer to *the usage of the foreign language in both Bachelor's Degree and Master's Degree study programmes* as one of the factors of internationalisation in the study programme:

"Perhaps studying for the Bachelor's Degree the need to use a foreign language was not felt so clearly, especially in the first year. But in next years and now, in Master's Degree studies, there is much literature in English and Russian". Tomas (23 years old)

"A great part of literature is read in the English language. We have to write papers in the English language as well. The evaluation of the Bachelor's Thesis depends on the number of foreign sources used in it. Although I don't know how official this requirement is". Mantas (23 years old)

"Studying for the Master degree we had not only to speak and listen in the English language but also to perform tasks in it. Besides, our lecturer required that we accounted for various tasks in the English language but, as it happens, we could write works in the Lithuanian language. It is a challenge which is positive and encourages development". Naglė (24 years old)

The following factors of internationalization in the programme are also of great importance (Knight, 1999, 2003, 2006), i.e. *incoming lecturers presenting lectures in the foreign language and the organization of studies involving Erasmus students.* According to the respondents, these factors influence the development of their intercultural competence, professional knowledge and foreign language:

"We missed it in the Bachelor's Degree studies. I myself wanted to have lectures presented by foreign lecturers. A completely different situation is in the Master Degree studies. If you don't have knowledge of the English language, you won't be able to study for the Master degree. Some courses are presented in English not only by foreign lecturers. If there are Erasmus students in the group, Lithuanian lecturers also teach in the English language". Mantas (24 years old).

"Studying for Bachelor's and Master's Degrees I met foreign lecturers. The process of teaching was performed in the English language. We had to perform presentations in the foreign language. I have a foreign lecturer who presents the whole course in the English language this semester. The same person delivered lectures last semester. In the first semester there was one Lithuanian lecturer who

presented lectures in the English language as there were Erasmus students in the group. At present more lectures are delivered in English if there are Erasmus students. In Šiauliai University we had the lecture of *Intercultural Education* which was presented in the English language since there were Erasmus students in the group. The subject wasn't compulsory but we chose it". Tomas (23 years old)

"In order to learn a foreign language, it is not sufficient to give students English sources to read. As they will read it at home alone. It is worth thinking about more interactive methods. We have several lectures which are delivered in the English language because Erasmus students attend them as well. They come to our lectures and present their reports. During the first semester, 2 modules are taught in the foreign language". Berta (25 years old)

"During the first semester of the Master's Degree studies I noticed the need to speak English because we had a lecture delivered by a foreign lecturer. We had to write, speak in English. It is obvious that I have acquired the intercultural competence studying for the Master's Degree". Naglė (24 years old)

Moreover, according to the participants of the research, *interdisciplinarity of studies* is a very important factor of internal (study programme) internationalisation; it can be understood as internationalising studies and pedagogical activities since it is directly related to interchange and mobility, intercultural competence, interdisciplinarity and other aspects of the development of the study quality:

"On the whole, in Master's Degree studies students analyse not only the situation of Lithuania but also the situation of the European Union. For example, studying economics, we have to know the context of both Lithuania and foreign countries. At present we are writing Master's Theses, the comparison must be included in it. If you want to write a better thesis, the comparison is necessary". Perlina (24 years old)

"In Bachelor's Degree studies the intercultural competence was not developed, even in the linguistic aspect. On the contrary, in Master's Degree studies it was developed through speciality subjects: Social Work in the European Union, Social Work in the World. We had to read literature in English, it wasn't a requirement but a natural thing. It was difficult for students who did not know the English language". Indra (24 years old)

Generalising the analysis of the case of Vytautas Magnus University, it is possible to state that the university is strong in such a way that it pays much attention not only to the implementation

of external (institutional) factors but also to the intensification of internal (internationalisation of the study programme) factors which contribute to the development of Master's Degree students' intercultural competence through the creation of learning conditions to solve real intercultural problems.

Meanwhile, the case of Šiauliai University differs from the case of Vytautas Magnus University in such a way that intensification of the internationalisation of study programmes through project activities, not the creation of the environment of real problematic intercultural situations through practice and experiential learning (integrating foreign lecturers, Erasmus students into the study process, etc.) has been chosen, rather the creation of simulation tasks dedicated to independent and team work as well as the presentation and evaluation of problem-based, project-based tasks.

**Case 2.** The project ARIADNE can be another institutional factor of good experience developing MA students' intercultural competence; it has been implemented in Šiauliai University. It was dedicated to development of competences of international scientific cooperation of MA students studying at Šiauliai University and Klaipėda University. This competence consists of the following structural elements: research competence, common transferable competences (intercultural communicative competence is considered to be one of the main competences). In order to develop these competences in the project ARIADNE, several study modules (which could be chosen by students) were prepared and methods of traditional and new education and evaluation were joined: 1) distance learning; 2) integrated learning of foreign language and subject; 3) work in the classroom providing a direct contact of teaching staff and students; 4) reflective practices of learning (diaries, reflective journals); 5) the creation of a competence folder (portfolio); 6) the analysis method of critical cases and scenarios; 7) methods of new non-traditional evaluation (self-evaluation, competence folder). Since selecting the participants of the research, their and participation in this project were taken into account, those MA students who have studied the distance module *International Communication of Science* in a distance mode characteristic of intensive development of foreign intercultural competence in the distance learning environment, in such a way MA students having the possibility not to face real intercultural situations and problems during the course, were selected. The basis of the module consisted not only of the announcement of lecture notes of the internationalised content and

references to the scientific literature in the foreign language in the distance environment but also of the creation of tasks dedicated to independent and team work as well as the preparation of problem-based tasks which seemed as scenarios of intercultural clash, coordination of their performance. Analysing the theoretical literature and the results of the research, MA students, having completed the module *International Communication of Science* in the distance learning environment, notice that distance learning is a flexible learning method helping them to acquire knowledge and abilities which are necessary in order to successfully study at the university as well as not to lose the touch with work and the geographical area. Moreover, it ensures independent learning and planning of students' time (Bromme, Hesse, & Spada, 2005):

"First of all, I enjoyed distance learning a lot. I even wanted that the distance study form would be applied to other modules. Teaching based on reflection helped to verify the present competences and to gain the new ones". Vaiva (38 years old)

"They were the first distance studies. Thus, flexibility, the distribution of time appeared. We had a possibility to discuss, critically evaluate ourselves." Rasa (24 years old)

"Obviously, the presentation of the module and accounting for it was a new thing. Distance learning was a new experience. At first, it was strange but later I liked it. When you get accustomed, it becomes interesting, attractive. You perform tasks when it is convenient for you, you are at home, you independently organise your work, you do it how it is necessary for you. When it is a necessity, you perform a task and send it; when you need, you open and read texts, various material presented there. You are not interested in time. In this case, it is an advantage". Jolita (35 years old)

The research shows that information technologies create powerful tools which help to learn together, cooperating (Bryant, Khale, & Schafer, 2005; Schellens & Valcke, 2005). During the implementation of the project ARIADNE, the following principles were implemented in the modules of distance learning:

**The interactive and communicative approach.** Presenting the sources for the independent work, the interaction between a student and a lecturer as well as the interaction among students who perform tasks together was ensured. Furthermore, the feedback which allowed to evaluate the efficiency of presented topics and tasks, their practical availability was also ensured. In order to implement this principle, the possibility to express your opinion about every topic was provided, i.e. "Forums" were used:

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"I didn't participate in forums so actively. If the group expressed the opinion, I also did the same. But I didn't discuss a lot. Perhaps because we are not students of full-time studies. We didn't participate actively because other students were constantly in the forums but we didn't have time. It is a privilege for those who do not have a family, do not work, they are constantly browsing the Internet, they can communicate, on the whole, they like forums. We are elder, we have work, families, so we do not participate in forums and do not communicate so actively as others". Jolita (35 years old)

**The development of meta-cognitive competences.** The studies of *International Communication of Science* in the distance environment require a clear understanding of the competences which are being developed and an adequate evaluation of the level of the competences as well as the abilities of purposeful education. That is why the information dedicated to a student in order to better understand the aims, objectives, competences of the course was presented in the distance environment. Introducing every topic, the explanation of the aims which have to be implemented is presented, in such a way relating competences of a separate topic to the whole course. Improving the meta-cognitive learning competence, students who studied the module *International Communication of Science* filled in reflective diaries and journals as well as the competence folder where they evaluated the level of their competences and presented learning strategies. The diaries were dedicated to the evaluation of progress of every month and the identification of the knowledge gap:

"The acquired knowledge is necessary, this experience is positive. When you find out something new, it becomes your knowing, a part of your speciality. If you need, you know where to find out something what you don't know. While you don't face these things in life, work, they are forgotten and they aren't used. When you need to use them, all the acquired information and experience are consolidated. When I completed the module *International Communication of Science*, a greater curiosity to find out more information about other cultures appeared, I listened to my friends living abroad about their experience, cultural peculiarities". Jolita (35 years old)

**The Principle of Time Management.** Distance studies require abilities of a student's responsibility and planning of one's independent work during the appropriate period of time. Developing these competences, the structure of the course was briefly introduced in the introductory part of the course (how much time the learning will last; the number of hours of independent work dedicated to the analysis of the

theoretical material and practical tasks; the calendar of the study of the topics presented in the distance environment). Preparing modules, the principle of the adequate distribution of time was followed: the study of topics and the performance of tasks were combined with the extent of the course. It depended on time:

"The presentation of material, lectures on the Internet, the performance of tasks make you study what is presented. Otherwise, you won't perform tasks on time. The material was quite comprehensive, so you didn't have to additionally search for any source. Sources in the English language were presented in the additional material. I was curious that's why I used everything what was presented". Jolita (35 years old)

**The principle of the new, non-traditional evaluation oriented to the learning paradigm and the competence development.** The evaluation ensuring the feedback and the democratic equivalent relationship between a lecturer and students is applied in the distance learning environment. Portfolio assessment of self-evaluation, students' evaluation of each other reflecting the progress of competences are used.

According to the participants of the survey, the lack of practice and experiential learning is peculiar to such learning and intercultural competence development:

"A great part of theoretical material was interesting, while several tasks were quite confused, difficult (it is my opinion, because I have no practical experience). Otherwise, the material of the module *International Communication of Science* was new to me. I had studied nothing like that before. So, the acquired experience was valuable for me a lot and I hope that I will have the opportunity to practically use this experience". Vaiva (38 years old)

"We need deeper knowledge on cultures, *International Communication of Science* is as if the introduction to get acquainted with other cultures. We need practical experience how to communicate, what should we pay our attention to". Rasa (24 years old)

Summarising the analysis of cases of both universities (Vytautas Magnus University and Šiauliai University), it is possible to state that in order to create a positive relationship between institutional factors of internationalisation and a successful development of MA students' intercultural competence, it is necessary to use both cases of good experience in the study process, i.e. successful institutional experience of Vytautas Magnus University paying much attention not only to the implementation of external (institutional) factors: 1) participation in

international programmes; 2) foreign language policy intensifying international dimension; 3) the announcement and distribution of information providing students with more possibilities to involve in international activities; but also to the intensification of factors of study programme internationalisation (internal ones): 1) the usage of a foreign language during studies; 2) experience with incoming foreign lecturers; 3) the involvement of Erasmus students in the study process; 4) interdisciplinarity of the study programme; 5) participation in international scientific conferences contributing to the development of MA students' intercultural competences through the creation of learning conditions to solve various real intercultural problems relating to the experience of project activities characteristic of Šiauliai University, intensifying the internationalisation of study programmes not only through the presentation of lectures of the internationalised content and references to the scientific literature in a foreign language to students but also through the creation of simulation tasks devoted to independent and team work as well as the presentation and evaluation of problem-based, project-based tasks.

## Conclusions

During the research, questions about the influence of internationalisation processes carried out in the institution on the development of their intercultural competence encouraged informants to talk about the biographical events, reveal the importance of the experience acquired during the studies and distinguish external (institutional) and internal (study programme) factors of internationalisation which develop MA students' intercultural competence. The reported experience on how MA students gained and developed the intercultural competence as well as life events which were forgotten and remembered at present acquire meaning which can provide new knowledge for the further development of intercultural competence and internationalisation processes in institutions. The comparison of experience of several cases (MA students from Vytautas Magnus University and Šiauliai University) applied in the research allowed to understand academic and cultural differences, reveal what factors of internationalisation in higher education institutions influence the development of a separate person's intercultural competence.

Referring to the case of Vytautas Magnus University, much attention is paid not only to the implementation of external (institutional) factors: 1) participation in international programmes; 2) foreign language policy intensifying international

dimension; 3) the announcement and distribution of information providing students with more possibilities to involve in international activities; but also to the intensification of factors of study programme internationalisation (internal ones): 1) the usage of a foreign language during studies; 2) experience with incoming foreign lecturers; 3) the involvement of Erasmus students in the study process; 4) interdisciplinarity of the study programme; 5) participation in international scientific conferences contributing to the development of MA students' intercultural competences through the creation of learning conditions to solve various real intercultural problems. What concerns the case of Šiauliai University, the experience of project activities is of great importance intensifying the internationalisation of study programmes not only through the presentation of lectures of the internationalised content and references to the scientific literature in a foreign language to MA students but also through the creation of simulation tasks dedicated to independent and team work as well as the presentation and evaluation of problem-based, project-based tasks.

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# DEVELOPMENT OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF INTERNATIONALISATION

*Eglė Gerulaitienė*

## Summary

Since integration and globalisation processes are accelerating in the world, the demand to internationalise education and studies increases as well as parameters of the activities of higher education institutions change. The international competitive ability of European higher education area, international mobility and high level of university graduates' employment as well as successful integration into international labour market are the main aims of the Bologna Process. EU and national documents emphasise the development of European dimensions and content internationalisation in study programmes, training of a flexible, mobile, constantly improving and public active specialist who will integrate into the competitive labour market, mobility of the academic community and international cooperation. The development of intercultural competence becomes a more topical subject of the research taking globalisation processes into consideration. That is why it is important to understand the influence of internationalisation processes in the institution on the development of Master's Degree (MA) students' intercultural competence through their experience gained in the study process.

*The aim of the research* presented in this article is to discuss the development of MA students' intercultural competence in the context of internationalisation processes in the institution.

**Key words**: development of intercultural competence, internationalisation of higher education.

# TARPKULTŪRINĖS KOMPETENCIJOS UGDYMAS INTERNACIONALIZACIJOS KONTEKSTE

*Eglė Gerulaitienė*

## Santrauka

Spartėjant integracijos ir globalizacijos procesams, pribręsta poreikis internacionalizuoti mokslą ir studijas, kinta aukštųjų mokyklų veiklos parametrai. Analizuojant tyrimo duomenis, pastebėta, kad teoriškai aptarti insituciniai internacionalizacijos veiksniai – 1) tarptautinio bendradarbiavimo ir plėtros projektai; 2) tarpinstitucinės sutartys ir tinklai; 3) tarptautinė / tarpkultūrinė studijų proceso dimensija; 4) studijos (curriculum) ir tyrimai; 5) aukštojoje mokykloje vykstanti popaskaitinė veikla; 6) akademinio personalo mobilumas per mainus, ekspertinis, konsultacinis ir mokslinis darbas; 7) užsienio šalių studentų grupių komplektavimas; 8) studentų mainų programos ir kt. – veikia magistrantų tarpkultūrinės kompetencijos raišką. Todėl tyrimo metu buvo išanalizuoti du internacionalizacijos instituciniai veiksniai /

atvejai, kurie lemia magistrantų tarpkultūrinės kompetencijos ugdymą (ŠU atvejis – ARIADNE projekto įgyvendinimas, internacionalizuojant atitinkamas universiteto studijų programas; VDU atvejis – sustiprintos studijų programos, integruojant tvirtus internacionalizacijos praktinius ir patirtinius veiksnius).

Tarpkultūrinės kompetencijos ugdymas tampa vis aktualesnė tyrimų tema, atsižvelgiant į globalizacijos procesus. Todėl svarbu suprasti internacionalizacijos procesų institucijoje įtaką / poveikį magistrantų tarpkultūrinės kompetencijos raiškai per jų pačių patirtis, įgytas studijų procese. Straipsnyje pristatomo tyrimo tikslas – aptarti internacionalizacijos procesų institucijose poveikį magistrantų tarpkultūrinės kompetencijos raiškai. Keliamas mokslinis klausimas: kaip, pasakodami savo gyvenimo istoriją, magistrantai atskleidžia aukštojo mokslo internacionalizacijos procese įgytą patirtį, kuri daro įtaką jų tarpkultūrinės kompetencijos ugdymuisi.

**Prasminiai žodžiai**: aukštojo mokslo internacionalizacija, tarpkultūrinės kompetencijos raiška, globalizacija.