The Development of Internationalization at Home in Higher Education

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ABSTRACT

Internationalization at Home (IaH) of higher education refers to the activities, processes and environmental experiences of teaching, research and social services developed by higher education itself for the cross-cultural, cross-border, international development. Internationalization determines the interests of the country and its higher education institutions, which is of great significance for the policy planning of higher education. By virtue of the planning of the international system and the participation in the global environment, the government and higher education institutions formulate relevant policies. With the help of digital technology and information and communication technology (ICT), the cooperation between the leaders and the whole staff boosts the establishment of international campus networks, providing students with the environment where they can vicariously obtain cross-cultural experience and knowledge. The concepts and impacts of IaH of higher education were analyzed in this research according to its meanings, the framework of IaH of higher education was established, and then the corresponding implementation strategies were put forward.

Keywords

Higher Education, Internationalisation

Introduction

Internationalization at Home (IaH) in higher education refers to the activities, processes and environmental experiences of teaching, research and social services developed by higher education for cross-cultural, cross-border, international development. Internationalization determines the interests of the country and its higher education institutions, which is of great significance for the policy planning of higher education. The procedures of the international system and participation in the global environment allow the government and higher education institutions to formulate policies accordingly. With the help of digital and Information and Communication Technologies (ICT), cooperation between high-level administrators and other university personnel boosts the establishment of international campus networks, providing students with an environment in which they can obtain cross-cultural experience and knowledge without having to study abroad. This study analyzes the concepts and impacts of IaH in higher education, according to which a framework is established, and corresponding implementation strategies put forward.

Higher education is changing, as is the world in which it plays an important role (Knight, 2004). The key factors of this change are: the development of advanced communication technology services; the improvement of international staff mobility; the increased importance of the market economy and trade liberalization; the stronger presence of knowledge societies; the enhancement of private investments; and a decrease in public support for education and lifelong learning (Knight, 2004).

The main and universal functions of higher education institutions are teaching, research and the provision of social services (Qiang, 2003). Its essence has always been international, both in its promotion of knowledge acquisition, and its development of students and the learninge process (Wit & Hunter, 2018). In developed and emerging countries, and in the development of societies, internationalization has been key to higher education reform (Wit, 2020). It has, however, had a number of unexpected consequences, such as commercialization, diploma and certification factories, and the more positive impact of international rankings and competitions for talent. A full understanding of the benefits, risks and processes of these developments can optimize the gains of individuals (students and staff), higher education institutions (in the areas of learning, research and social services) and countries and regions. These gains can be seen most clearly in the aspects of international cooperation, reciprocity, capacity building and communication (Knight, 2006).

Internationalization, globalization, international education, internationalized curricula and international campuses are common themes in books and articles from diverse national backgrounds, and many attempts have been made to define, or at least describe, the meanings of these words and phrases (Nilsson, 2003). Internationalization at Home (IaH) is comprehensive in nature, providing each student with interconnected networks and cultivating the global competence required in contemporary society (Agnew & Kahn, 2014).

This study discusses the meanings, influencing factors, frameworks and implementation strategies of IaH in colleges and universities.

1. Meanings

The concept of IaH in higher education was conceived in 1998, at Malmö Universitet, Sweden. It took IaH as the core of internationalization, and encouraged cross-cultural learning between international and domestic students as a response to the growing immigrant population. Because of IaH's far-reaching network, the concept quickly attracted attention from many universities in Europe and throughout the world (Nilsson, 2003, Agnew & Kahn, 2014). The term IaH and its definition were first cited in 2001 (Crowther, Joris, Otten, Nilsson, Teekens & Wächter, 2001). Since then, closely related and overlapping concepts and definitions have emerged, notably the internationalization of curricula and campuses. This has resulted in a confusion of terms, and has drawn attention to the main idea of implementing international courses (Beelen & Jones, 2015). The concept of IaH in higher education also addresses concerns about the fairness of access to international opportunities, which are inherent in many forms of internationalization (Robson, 2017).

Internationalization itself is an overarching term (Knight, 2011), generally regarded as recruiting tuition-paying overseas students, or emphasizing mobility in certain countries or regions (Nilsson, 2003). The cross-cultural orientation of internationalization should be dynamic, and responsive to the development of teaching, research and social services in higher education (Knight, 1993). In a society where higher education institutions have a high degree of autonomy, national internationalization policies not only reflect economic goals, but also represent the core tasks of higher education institutions (Gaalen & Gielesen, 2014). Knight (2011) thinks that among international students and in the contexts of international reputations, international institutional agreements, international accreditations and global branding, internationalization is usually interpreted literally. Intentionally or not, this results in perpetuation of the myth: internationalization itself becomes the driving force for higher education to promote it.

Internationalization can also be viewed as a border-crossing growth activity between the higher education systems of neighboring countries, in which globalization loses its foundation and obscure national systems gain a foothold. The growth of global trends and competition can be described through internationalization (Teichler, 2004). According to Nilsson (2003), IaH encompasses any international activities except students' activities outside their countries, i.e., IaH refers to students' international activities undertaken from within their home countries. The basic idea of IaH is to have all the staff and students of a particular university participate in internationalization, rather than the usual 10%, who are generally international students and a few professors (Nilsson, 2003). The motivations for internationalization include commercial advantages, knowledge and language acquisition, and the addition of courses covering international content (Altbach & Knight, 2007). The important fixed factors of IaH are the internationalization of processes and curricula, and the introduction of different cultural dimensions, which can cover all current university activities (Beelen & Jones, 2015). The most effective way to realize IaH is therefore to seamlessly redefine classrooms and campuses as environments and experiences for cross-cultural, international and global learning (Agnew & Kahn, 2014). The concept of IaH contains all the ideas and measures required to encourage all students to access international materials and opportunities during their college years (Nilsson, 2003).

Internationalization in higher education has changed from providing opportunities to study abroad, to delivering a new option: the IaH program, in which students can interact with people of foreign cultures while staying on their

own campus (Custer & Tuominen, 2017). To meet the needs of cross-cultural understanding and competence in the global economy, universities have made strategies and plans to internationalize their campuses, preparing students to work effectively in an increasingly interconnected economy and society (Choi & Khamalah, 2017). The spirit of IaH emphasizes the establishment of a culture that supports internationalization and cross-cultural perspectives, and attaches importance to them. A firm belief in this concept and a supportive environment are required to achieve specific principles and goals (Qiang, 2003). IaH in higher education attempts to narrow the gap between students that by traditional study abroad programs create (Choi & Khamalah, 2017).

Internationalization is not a new concept; it has been a key strategy of many universities in the world for some time. International academic exchanges have been in place for many years, and have improved the quality of higher education through cooperative research and teaching plans, and strategic partnerships for knowledge exchange and creation (Robson, 2017). In the context of IaH, internationalization is interpreted as creating a culture or atmosphere on campus that promotes and supports international and cross-cultural understanding, mainly through the organization of on-campus activities (Knight, 2004). Prieto-Flores & Casademont (2016) cooperated with different cultural communities that lacked adequate access to basic services, to research the effect this had on college students' social services and learning activities. The cross-cultural abilities of students who participated in this community-based guidance program were then evaluated. Slight differences were found in the internal results for attitude, skills, understanding and expectations in all groups, including the control group. Additionally, slight differences were recorded in dominance orientation and symbolic racism, in favor of the treatment group.

We have established that IaH in higher education refers to the activities, processes and environmental experiences of teaching, research and social services, developed by higher education itself for cross-cultural, cross-border, international development. Further, it is based on time and space. If educators and learners adhere to the principles and purposes of internationalization in

their teaching, learning, research, and service provision, they can create an international atmosphere at home, which can yield positive results. Many kinds of international cultural or cross-cultural teaching and learning can be carried out domestically, and global cross-border and cross-cultural learning, cooperation and exchanges can be realized through digital virtual networks and ICT. This can reduce the differences between cross-border flow and cross-cultural learning, and promote equal opportunities in the international development of higher education.

2. Concept and Influence

Alongside academic and professional aspects, higher education graduates are influenced by the globalization of the economy, the labor market, and society. This includes the languages they speak, and their social and cross-cultural skills and attitudes (Qiang, 2003). Although IaH is different from physical cross-border and cross-cultural situations, its development is still affected by the way higher education institutions perceive its concept.

The influencing factors of the concept of IaH in higher education are discussed in the following section.

1 The influence of the State and higher education institutions' interests on higher education policy planning

The internationalization of higher education is regarded both as a means for a country to address globalization, and an opportunity to evaluate its own priorities (Qiang, 2003). It provides a large number of favorable marketing opportunities (Altbach & Knight, 2007), and although countries and government departments can make a significant difference through policies, funds, plans and supervision frameworks at an international level, actual internationalization processes are often applied at the institutional level (Knight, 2004). The potential obstacles IaH can cause for higher education institutions, however (such as a lack of time or financial support), do not necessarily influence policy (Gaalen & Gielesen, 2014). At present, there is little evidence to show that internationalization is considered a major profit-making enterprise by most universities worldwide (Knight, 2007), but the recruitment of foreign students has become a significant financial incentive for higher education

institutions and national economic interests, which increasingly affects internationalization policy development (Qiang, 2003).

2 Language learning and application as a cross-cultural bridge and a vehicle for internationalization

The internationalization of institutions focuses mainly on the needs of Western universities, with higher education providers in non-English-speaking countries seen to a large extent as consumers rather than producers (Aithal & Rao, 2016). Additionally, English is viewed as the most international language for academic research. The influence of globalization in higher education is, however, extensive and pluralistic, and has led to the marketization of the sector, especially in English-speaking countries such as Australia, Canada, the USA and the UK (Hemsley-Brown & Oplatka, 2006, Rust & Kim, 2012, Cripps, 2017). Generally, though, internationalization plays a more prominent role as a bridge for understanding and communication on mobility and cross-cultural issues through language learning and application.

3 The influence of global mobility on curricula and interdisciplinary learning

Teachers must define internationalization based on the needs of their subjects. Because there is an increasing demand for interdisciplinary learning, it is important that more such degrees and curricula are introduced during the curriculum reform process. Despite the numerous challenges faced by the development of learning outcomes in global and international disciplines and curricula (Agnew & Kahn, 2014), global mobility is the main motivation to design a more international educational approach that showcases the diversity in our communities and the world (Agnew & Kahn, 2014). Global mobility, therefore, not only results in cross-border learning but also facilitates demands for interdisciplinary and non-singular learning and disciplines.

4 The provision of more extensive international activities through digital technologies and ICT

Higher education must be flexible and resilient in its methods; the future of traditional universities is determined by how quickly they accommodate to constantly evolving ICT (such as social networks and new technologies), and how effectively they respond to students' needs (such as cooperative learning methods and the tools that enable it, and the choice of when and where to learn) (Hénard, Diamond & Roseveare, 2012). The online network environment of higher education has become a new means of communication, which is global and interactive and requires the use of shared or intermediate languages. This encourages learning, and emphasizes its cross-cultural importance (Wächter, 2003). The direct and indirect application of digital technologies and ICT has increased the breadth and depth of international development in higher education, and is rapidly becoming indispensable.

5 Equal opportunities in internationalized education

The development of internationalization curricula and projects is not the main goal in itself, but rather a means of developing particular abilities among students, faculty members and administrative staff (Qiang, 2003). At its most effective, internationalization provides opportunities for higher education, but it may also be an unfair competitive environment for those in non-English speaking countries (Aithal & Rao, 2016). Resilient and pluralistic principles should be transparently adopted in the implementation and application of internationalization curricula and projects, as well as for those promoting cross-cultural inclusion. Equal opportunities for the majority of non-mobile people seeking internationalization experiences can therefore be ensured through more comprehensive approaches, like curriculum development and multicultural teaching methods (Robson, 2017).

6 IaH curricula and teacher literacy

The planning and implementation of IaH higher education curricula can be hindered by a lack of academic staff participation and limited professional knowledge (Beelen, 2011). The challenges of different cultural backgrounds should be regarded as a form of subject selection in the processes of internationalization and social and cross-cultural learning, which takes into account plural values through cross-cultural interaction and thinking. The same applies to teachers' unfamiliarity with certain norms, and their need to understand the differences between student groups, cultures and races (Leask, 2009). University teachers play a significant role in offering students a rich educational experience, and enhancing their cultural ability to learn and work in a globalized world. It is therefore

important for teachers in international higher education to improve the self-awareness of internationalization by exploring ways to facilitate teaching, learning and inclusiveness (Korhonen & Weil, 2015). Currently, internationalization literacy among higher education teachers needs further study and cultivation.

IaH in higher education aims to promote the cross-cultural and interdisciplinary development of internationalization. National and institutional interests are of vital importance to higher education policy planning, because they not only determine the direction of national higher education development, but also greatly influence the equality of internationalization education opportunities for those without global mobility. With language learning and application becoming a cross-cultural bridge and an instrument for the dissemination of internationalization, IaH in higher education should be given space to develop its own activities, processes and environmental experiences in teaching, research and social services. Digital technologies and ICT can be used to improve the equality of opportunities, and provide a wider scope of international activities. Globally, cross-border and cross-cultural learning, cooperation and communication are made possible by digital virtual networks and ICT. This fosters a culture of internationalization, and helps overcome international time and space limitations. The implementation of IaH in higher education, including its curricula and the cultivation of teacher literacy, can therefore be fully integrated into higher education teaching, research and social services, reducing cross-border flow and cross-cultural learning differences, promoting equal opportunities, and improving the quality of higher education.

3. Framework

Internationalization, cross-cultural exchange and a global outlook enhance the breadth and depth of higher education (Knight, 2004). This is a significant part of the globalization process, as it provides cross-border supply and demand (Qiang, 2003). Internationalization is the process of integrating international dimensions into higher education learning, teaching and social service functions (Nilsson, 2003). Interdisciplinary learning, along with the expansion of cross-border learning and the diversified demands of students,

frees internationalization from the constraints of specific learning areas. Different aspects of on-campus IaH activities are visible in the cross-cultural and international dimensions of educational processes, extracurricular activities, and the institution's relationship with local cultural and ethnic communities (Knight, 2004). An internationalization curriculum should provide international and cross-cultural knowledge and abilities, aimed at giving students professional, social and emotional functionality in a multicultural environment (Nilsson, 2003). Internationalization education refers to any internationalization-related activities and expressions, including employee and student mobility (Nilsson, 2003). The framework of IaH in higher education should therefore consist of course planning, teaching and curriculum, pluralistic research, and social services and related personnel. It should aim to further integrate the current ICT to improve its performance and achievements. Descriptions of the aforementioned elements are provided in more detail in the following sections.

3.1 The general foundation of higher education

Qiang (2003) held that the broad definition of IaH covers entire functions of higher education. Based on this view, IaH in higher education is implemented within the content and framework of higher education teaching, research and social services. The development of higher education itself should be integrated into the supply and demand conditions of IaH as they relate to cross-border or cross-cultural learning. IaH in higher education can improve the mobility of minority students, and provide them with internationalization curricula and teaching activities to help them integrate into cross-cultural methods of communication. This can then be extended to extracurricular activities and the establishment of relationships with local cultures and community groups of different ethnicities (Watkins and Smith, 2018). Higher education planning should include the concept and needs of internationalization in its foundation, to help IaH achieve better international mobility and cross-cultural learning. When making strategy decisions, policymakers and institutions should consider the influence of internationalization, such as its impact on curriculum enhancement and teaching practices, and how to foster a positive

spirit for its implementation (Korhonen & Weil, 2015). The integration of IaH in higher education can compensate for the limitations of cross-cultural learning environments that are unable to be cross-border, therefore improving and refining the overall development of higher education.

3.2 Cross-cultural curricula and teaching plans

In the past decades, the practice of curriculum internationalization has been applied by many higher education institutions, with the aim of developing cross-cultural competence among non-mobile students (Prieto-Flores & Casademont, 2016). For both international and local students, IaH emphasizes purposeful learning through formal and informal experiences, both within curricula and outside it. It takes into account not only curricula and their structures, but also the informal experiences that occur in the wider campus community, encompassing all aspects of students' lives and extracurricular activities to bring their learning outcomes in line with broader campus goals and missions (Agnew & Kahn, 2014). These informal curricula are described as hidden courses, and can be both positive and negative (Leask, 2009). As people with cultural differences but much in common, however, students can learn to appreciate each other and recognize their assumptions and subtle values through cross-cultural experiences beyond textbooks and online materials (Chan & Nyback, 2015).

3.3 Pluralistic and open research participation

Without leaving their homes, students can recognize their own cultural selves and those of others, through cross-cultural experiences, self-reflection, cooperative discourse, and interactions on social media (Chan & Nyback, 2015). In order to ensure their ranking in a global higher education system driven by global knowledge and economies, universities are increasingly interested in recruiting international staff and students and in the boost to income and reputation that international entrepreneur activities and research cooperation bring. (Robson, 2017). A long-term plan of building international partnerships and a continuous assessment and external review of strategic plans should therefore be developed for university education and research (Nilsson, 2003). Participation in open and pluralistic research, particularly into topics related to internationalization, can improve higher education

institutions by expanding their scope and fostering international collaboration.

3.4 Social services and multiple needs

As stated previously, internationalization is not a goal in itself, but rather a process and direction that leads to higher quality education. Although international students and scholars might make up a small percentage of the total academic setting, they should have an equal opportunity to contribute to society (Wit, 2020). IaH is a comprehensive model, conducive to giving every student the global ability to connect with the needs of a diverse society (Agnew & Kahn, 2014). Custer & Tuominen (2017) studied the online social activity of students enrolled in sociology programs at a community college in the United States and two universities in Japan. When they evaluated the students' experiences, they found that co-coordinated, well-designed and technologically enhanced IaH can provide students with significant global learning opportunities and cross-cultural competencies, which compensate for their lack of learning opportunities in foreign environments. The universal development of IaH and the corresponding expansion of social services to meet its multiple new needs should therefore be performed digitally, as an online cross-border activity.

3.5 ICT and internationalization

ICT is a sustainable response to the growing demands of globalization, and makes partial or complete online study in higher education possible. As a business model, it can simultaneously ensure the quality of higher education and reduce its cost (Henard, Diamond & Roseveare, 2012). With the growing expansion and innovation of e-learning, translational education must pay attention to the design of online courses, and provide the key elements of qualifications and academic supervision (Knight, 2016). Further, online networks give students the opportunity to engage in discussions and cultivate mutual understanding with students from other cultures and languages (Wächter, 2003). An evaluation of the relationship between IaH and ICT should include the quality of teaching and learning material, and the competence of online instructors (Hénard, Diamond & Roseveare, 2012). ICT has been used as a tool for educational development to explore the relationship between

the form and content of IaH. Through its use in various areas of development, it can address the issues and factors of cultural differences among its online users (Joris, Berg & Ryssen, 2003).

3.6 Personnel consensus and competence

Internationalization can be regarded as the origin and transfer of knowledge in the core development of skills, knowledge, attitudes and values in both students and teachers. Personnel in higher education institutions can benefit from this, as it gives them more international knowledge and cross-cultural skills. IaH is also inclusive; it can help the majority of higher education staff and students, who are less likely to study or work abroad, develop their international perspectives and cross-cultural competence, and provide more international opportunities for their study and employment (Robson, 2017). When higher education personnel reach the consensus that the practice of IaH is conducive to the cultivation and promotion of these capabilities, internationalization can be attained.

The structure of IaH should be based on the structure of higher education as a whole, to cover all its functions and integrate cross-cultural activities into courses and teaching plans. The content and framework of teaching, research and social services as well as the supply and demand of cross-border or cross-disciplinary IaH learning should also be included in the general development of higher education. Diversified and open research into IaH in higher education leads to more international activities, which in turn improves the quality of research in higher education institutions. In this way, IaH contributes to social services and the multiple needs of students, and compensates for the lack of opportunity to study abroad. IaH is the most sustainable response to the growing demands of globalization, because it uses digital networks and ICT across borders, so that students at home can share their learning experiences with students of other cultures and languages. Achieving internationalization and improving the quality of higher education requires: the consensus of personnel and the improvement of their abilities; the recognition of IaH's role in institutions; and the development of core attitudes, values, international knowledge and cross-cultural skills.

4. Implementation

For most people both inside and outside universities, internationalization equates to mobility (Nilsson, 2003). The complexity of IaH in higher education, however, has resulted in an underutilization of potential academic and cultural interest. For this reason, higher education institutions should formulate clear plans to diversify their learning environments, so that students can gain cross-cultural competence. (Knight, 2007). Course content, teaching, learning and assessment processes should be planned in an international context that addresses the values and skills that students, faculty and staff need in their lives both on and off campus. This will make it easier for them to adapt to diverse environments, and give them international and comparative perspectives on teaching, research and social services in higher education (Robson, 2017).

4.1 Participants in an international system and global environment

Internationalization should be seen as a step towards higher quality outcomes. It should first contribute to the development of higher education by raising the quality of individual institutions to an international standard, and then be open and responsive to its global environment (Qiang, 2003). Through participation in an international higher education network, institutions can provide opportunities for mutual interaction. This enables students to present a variety of viewpoints on specific issues, facilitating their exchanges and research collaborations, which can then be supervised and reviewed by experts from around the world (Henard, Diamond & Roseveare, 2012).

4.2 Operation, participation and leadership

The approach adopted to promote and implement internationalization programs should be guided by the IaH concept, which can be divided into activities, capabilities, culture and process (Qiang, 2003). As an action-oriented measure, IaH working groups should be formed to discuss potential obstacles faced by teaching staff and students, and their specific solutions. This information can then be shared between institutions for their mutual gain (Nilsson, 2003). Administrators of institutions that promote internationalization should seek a balance between competition and cooperation, and include its driving factors in the areas of economics, academia, society, morality and justice (Knight,

2007). The successful development of IaH is dependent on committed efforts by higher education institutions and other stakeholders.

4.3 Expanding the perspectives of domestic and foreign students through cross-cultural difference

Because participation in the global economy requires cross-cultural competence, universities should create strategies to internationalize their campuses and improve their efficiency. IaH is the tool that can currently satisfy the intercultural needs of traditional students most effectively (Choi & Khamalah, 2017). To interact effectively in an international environment, students need to learn the differences between cultures, and eliminate ambiguity from their communications. If they succeed, they will be able to collaborate with partners from diverse cultural backgrounds. (Joris, Berg & Ryssen, 2003). By bridging cross-cultural differences and providing a friendly international campus environment, these measures make studying at home more appealing to local students, and could potentially attract more foreign students to study in China. This then further expands student resources and contributes to the smooth development of IaH in higher education.

4.4 Teaching and curricula

Curricula are regarded as a critical factor for the implementation of internationalization (Beelen & Jones, 2015). Through curriculum analysis, international and cross-cultural criteria can be determined, and these elements can be identified and classified in the curricula and syllabi of different schools (Nilsson, 2003). A learner-oriented teaching method can then be developed to meet the demands and results of various types of learners (Knight, 2007). IaH and its transformation of cultural and higher education institutions provide important resources for foreign teachers hoping to integrate into their new environments (Hoffman, 2003), and for local teachers and curricula with an intercultural background.

4.5 The role of ICT

ICT is an important tool in the development of internationalization, and has enabled substantial changes to its structure (Hénard, Diamond & Roseveare, 2012). For example, information and policy issues can be specifically addressed by establishing an internal network of staff in management, research and information departments, as well as those in virtual universities and libraries (Nilsson, 2003, Joris, Berg & Ryssen, 2003). For students from different nations and cultures, ICT provides new educational opportunities, which are cheaper and more flexible than traditional models. It also removes the limitations of time and space, making visual internationalization possible and enabling more international-based learning. This in turn helps reduce the loss of domestic talent who would otherwise leave to study abroad (Hénard, Diamond & Roseveare, 2012).

4.6 Planning and setting up IaH campus networks

A campus network provides students with knowledge of different cultures and languages, international community cooperation, and responsiveness to ongoing global demands (Hénard, Diamond & Roseveare, 2012). For this to be effective, an international campus network should link institutions that prioritize similar issues or research areas. These institutions can then participate in each other's meetings and major projects, implement personnel and student exchanges and joint graduate programs, and share information about best practices (Hénard, Diamond & Roseveare, 2012). Higher education campus network planning should be integrated into the IaH system, which creates space and opportunities for international communication, and promotes diversity in teaching, research and social services, in both real and virtual environments.

IaH in higher education should be implemented according to plans that include the participation of international systems and the global environment. This process should be led by those who understand international standards, but should include the cooperative efforts of all staff. An IaH campus network can then be implemented and supported via digital online cross-border ICT, which can help students grasp and understand other cultures, and take part in international activities even if they are not physically present in the foreign culture. The further introduction and integration of overseas students into campus life will encourage cohabitation with domestic students and promote cross-cultural learning, thus expanding the number of students who benefit

from IaH. This is another way in which the efficiency of higher education's international development can be improved.

5. Conclusion

IaH in higher education encompasses the activities, processes and environmental experiences of teaching, research and social services developed within institutions for cross-cultural, cross-border, international development. Internationalization determines the interests of the country and its higher education institutions, which in turn impacts educational policy. By planning and implementing an international strategy and increasing their participation in the global environment, governments and higher education institutions can formulate policies that are more conducive to IaH. Via digital technologies and ICT, the staff of different universities can cooperate to establish international campus networks that give their students an opportunity to obtain cross-cultural experience and knowledge. The structure of IaH should be based on the system of higher education as a whole, including educational development and cross-cultural input in courses and teaching plans. Diversified and open research in this area can address students' social service needs, and help meet their numerous educational demands. Using digital online cross-border communication, personnel can also enhance an institution's IaH capacity by reaching a consensus on internationalization. Overseas students play a role, too: their increased integration into campus life gives domestic students more exposure to diversity, promoting cross-cultural learning and allowing more students to benefit from IaH. The time and space constraints of internationalization can be mitigated by the creation of an international culture, achieved by introducing global cross-border and cross-cultural learning, cooperation and exchanges. The expansion of the global society and economy means that IaH in higher education can be better developed to promote equal opportunities, and reduce cross-border and cross-cultural differences. Additionally, it can enhance the social and intercultural skills of graduates, improve the quality of teaching and research, contribute to social services, and meet the diverse demands of both higher education campuses and society as a whole.

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