Definitions for inclusion in IAU 6th Global Survey Questionnaire

Term	Definition
Articulation program	A collaborative agreement between two HEIs in which students take the first part of their program at home and the second part abroad (3+1, 2+2, etc.).
Brain drain	Brain drain – the term is generally used to describe the association between the migration of higher skilled workers (e.g.: scientists, teachers, engineers, doctors) from poorer to richer countries, and the consequent erosion of local capacities in the sending regions. Levatino, A., & Pécoud, A. (2012). Overcoming the Ethical Dilemmas of Skilled Migration? An Analysis of International Narratives on the "Brain Drain". American Behavioral Scientist, 56, 1258 - 1276.
Credit seeking international students	Credit seeking international students are international mobile students (see definition below) who are studying abroad for credits (not a full degree).
Collaborative Online International Learning (COIL)	Collaborative Online International Learning (COIL) is an approach that brings students and professors together across cultures to learn, discuss and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. COIL becomes part of the class, enabling all students to have a significant intercultural experience within their course of study. (SUNY definition: https://online.suny.edu/introtocoil/suny-coil-what-is/)
Degree seeking international students	Degree seeking international students are international mobile students (see definition below) who are studying abroad for a full degree (Bachelor, Master or PhD)
Dual / double or multiple degree programme	A dual/double or multiple degree programme is developed collaboratively by two or more partner HEIs; graduates are awarded qualifications at equivalent level by all HEIs involved.
Franchise programme	The foreign sending HEI/provider has primary responsibility for the design, delivery and academic oversight of academic programmes offered in host country. Qualification is

	awarded by foreign sending HEI. (Knight 2017)
Full time equivalent enrolment	FTE is often used as a standardizing measure of student enrolment to take account of both full time and part time students. One FTE is normally equivalent to one full time student or two half time students. It is traditionally based on standard course load for students.
Global Classroom	The Global Classroom is described as a model of collaborative learning supported by virtual platforms which seeks to address global challenges 'by having students study local problems and then engage with international peers to develop a richer understanding of how global problems manifest differently (and similarly) in other local contexts. [...] The Global Classroom project pursues the goals of international education as a hybrid course that takes advantage of new media, technology, and learning theory. In addition, students gain first-hand experience with cutting-edge tools in video communication, online course environments, and online project presentation.' (Wiek, et al., 2013, p. 25) Wiek, A., Bernstein, M.J., Laubichler, M.D., Caniglia, G., Minteer, B.A., & Lang, D.J. (2013). A Global Classroom for International Sustainability Education. Creative Education, 04, 19-28.
International branch campus	An entity that is owned, at least in part, by a foreign higher education provider; operated in the name of the foreign education provider; and provides an entire academic programme, substantially on site, leading to a degree awarded by the foreign education provider. (C-BERT definition)
Internationalization at home	Internationalization at home is a term referring to "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen and Jones 2015)
Internationalization of the curriculum	Internationalization of the curriculum is a term referring to: "the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study". (Leask, 2015)

International mobile students	Internationally mobile students are individuals who have physically crossed an international border between two countries with the objective to participate in educational activities in the country of destination, where the country of destination of a given student is different from their country of origin.
	The country of origin of a tertiary student is the country in which they gained their upper secondary qualifications. This can also be referred to as the country of prior education. Where countries are unable to operationalise this definition, it is recommended that they use the country of usual or permanent residence to determine the country of origin. Where this too is not possible and no other suitable measure exists, the country of citizenship may be used – but only as a last resort. (UNESCO Institute for Statistics, 2015)
	They can be degree seeking international students or credit-seeking international students (see respective definitions of terms)
Joint Degree Programme	A joint degree programme is developed collaboratively by two or more partner HEIs; graduates are awarded one joint qualification.
Joint University	A HEI co-organised and co-founded by both a domestic and a foreign HEI/provider collaborating on academic programmes. Qualifications can be awarded by either or both domestic and foreign country HEIs.
Learning outcomes	Learning outcomes are the knowledge, skills and abilities that a student is expected to obtain as a result of a particular educational experience.
Transnational education (TNE)	The mobility of education programs and institutions/providers across international borders. (Knight 2017).
Virtual exchange	'Virtual Exchange' refers to the application of online communication tools to bring together classes of learners in geographically distant locations with the aim of developing their foreign language skills, digital competence and intercultural competence through online collaborative tasks and project work. In recent years approaches to Virtual Exchange have evolved in different contexts and different areas of university education and these approaches have had, at times, very diverse organisational structures and pedagogical objectives. (O'Dowd, 2017)
Virtual Internationalization	Virtual Internationalization at the national, sector, and institutional levels is defined as the process of introducing an international, intercultural, or

	global dimension into the delivery, purpose or functions of higher education with the help of information and communications technology (ICT). (Bruhn, E. (2020) Virtual Internationalization in Higher Education. pp.50)