

Improving Teaching and Learning through Internationalisation

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By

Betty McDonald

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This book is dedicated to Dr. Micah M. McDonald, Marcia E. McDonald-Howard and Marisa A. McDonald-Hall; my three beautiful, absolutely adorable and specially gifted children whose sense of personal responsibility for their own actions ignited the fire and fueled the burning flames of desire to explore the world through research and writing. Their spouses and children are part of our treasured heritage.

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PREFACE

'Internationalisation is like creating a round-toed shoe that fits people with all types of feet. It is not as comfortable as a perfectly fitted shoe and doesn't fit snugly, but can be worn by many people.'

—David DeBry

It is without doubt that the world has become a global village where footprints of interdependence and connectiveness supersede those of independence and isolation. Fueled and accelerated by globalisation, one key agenda item of great importance to most Higher Education (HE) institutions across the planet is internationalisation; the zeitgeist of the 21st Century. The international HE landscape continues to change astronomically with time as mobility increases. Hence, a thorough understanding of the conditions for student learning and deep educational change in HE is mandatory if internationalisation is to effectively impact teaching and learning practices. Such understanding is one of the main highlights of this present book that is part of my series called *Improving Teaching and Learning through ...* My other books in this series address topics like Disruptive Thinking, Assessment, Synoptic Assessment, Self-Regulation, Revision, Remediation, and Reflection.

A number of HE institutions are purposely changing in response to increasing geopolitical and economic imperatives to 'become international' (Robson, 2016). More and more countries around the globe are buying into the idea of attracting international students. Every year I have more international students added to my online teaching and doctoral supervision portfolio! Kahane (2009) noted that the diversity of 21st century higher education can provide rich opportunities for developing 'a more globalised sense of responsibility and citizenship' (p. 49). Moreover, learners can be better prepared for an interdependent and interconnected world.

Today more than ever before, increasing numbers of perspicacious academics have also seen the need to explore new cross-cultural frontiers in their search for novel ideas and perspectives outside their place of residence and seek international employment upon course completion. With the astronomical explosion of information by virtue of the presence of the Internet and associated software, getting and staying in contact have become

increasingly easy so that exchanges among persons are no longer restricted by geographic boundaries.

Needless to say, especially over the past few decades, my mere personal observation has shown an exponential expansion particularly in the tertiary education sector. Such expansion is in keeping with fulfilling the needs of local, national and regional markets; the generation of economic growth; the development of human capital; stimulation of innovation and research; international collaborations, co-operation and partnerships; capacity building; to mention a few. In their report in an article entitled 'The shape of things to come: higher education global trends and emerging opportunities to 2020', The British Council reported education is the fifth largest service export sector in the UK economy (p. 10), with speculations that other countries like Australia and New Zealand have similar experiences.

In fact, teaching and learning have taken on new meaning as more and more individuals see the critical need to explore international arenas in order to make their disciplines relevant in today's world. Most educational institutions have made internationalisation an integral part of their agendas, with the understanding that isolation and insularity could only serve to weaken their existence and render their current efforts null and void in this 21st Century.

Through a 'critically reflective interdisciplinary discussion', this book seeks to underscore the significance of internationalisation in raising and maintaining education standards in general and more so improving teaching and learning in particular. Educational, cultural, social and spatial perspectives are discussed at length. Needless to say, education is often seen as a significant contributor to economic development and future sustainability in a competitive age of ever decreasing resources, marked by climatic and geopolitical changes worldwide. Administrators, managers, practitioners and students in HE would find invaluable tips (especially in Chapter Three) to help make their international experiences more rewarding and fulfilling.

Most educational institutions especially at the tertiary level regard internationalisation as critical for the survival in a rapidly changing global environment. Quality assurance needs to be benchmarked internationally if continuous improvement must be achieved and maintained. Such institutions are concerned with outward and inward student mobility ratios; promoting internal diversity; 'global relevance'; and raising quality standards by competitively attracting the best and brightest staff, faculty and students

worldwide, who hopefully would generate much needed revenue in the face of dwindling government and international funding. Inevitably, through resultant global partnerships and diversity, knowledge explosion will be evident despite decreased investment in higher education across numerous countries around the globe.

The British Council in its article entitled ‘The shape of things to come: higher education global trends and emerging opportunities to 2020’, ‘details the impact of demographic and economic drivers on the changing higher education landscape in the next decade’ (p. 3). Providing a ‘rigorous analysis of prevailing trends that are shaping higher education globally’, the article looks into the next decade to determine how opportunities will develop. Emerging markets for international students and fastest growing education systems for international collaboration in teaching [and by extension learning] and research are essential predictions disclosed. I hasten to add that according to Cohen, Yemeni and Sadeh (2013) the international dimension can be complicated as the “other” or “foreigner” can refer to those who are not of the country’s majority population or to other nationalities from outside the country. The definition of an “international” versus “local” dimension is thus more complex among heterogenic, segregated populations’ (p. 4).

Quotations from well known persons in the public domain purposefully scattered throughout this book serve to anchor the reader in preparation for the contents of the corresponding sections. Experience has shown that such quotations effectively serve as an essential form of genuine motivation and accordingly may be successfully echoed to learners when appropriate.

Interspaced in the text are numerous shareware graphics operating under The Creative Commons license that not only break the possible monotony usually experienced by many readers, but serve to engage and stimulate thought and in many known instances bring comic relief. These exhibits serve to capture and undoubtedly hold the attention of readers and help them to focus on the contents of the various sections at hand. The apparent preponderance of exhibits at first sight serve to reinforce ideas so that readers are better able to internalise those ideas and concepts discussed. At a cursory glance, what may well be easily misconstrued as too many exhibits, would be much better interpreted as a novel, innovative and unusual presentation, with a variation of conventional format, that is meant to have the reader truly appreciate the well known saying, ‘a picture is worth a thousand words’!

With sincerest gratitude, I acknowledge the contributions of all stakeholders who continue to uphold internationalisation as the catalyst for pushing the frontiers of lifelong education to the benefit of all concerned. To all my colleagues, faculty, students, supporters and well wishers, I say a great, big thank you. Enjoy!

Professor Betty McDonald, Ph.D, FHEA

CHAPTER ONE

DEFINING INTERNATIONALISATION

'The Earth is round but, for most purposes, it's sensible to treat it as flat.'
—Theodore Levitt

1.1 Introduction

'Think globally, act locally.'
—Akio Morita



Exhibit 1. 1 Internationalisation 1

According to Wihlborg and Robson (2018), ‘internationalisation has become an agenda of growing strategic importance to Higher Education (HE) institutions across the world, driven by the influences of globalisation’ (p. 8). Robson (2016) observed that ‘HE institutions are changing rapidly in response to increasing geopolitical and economic imperatives, to ‘become international’. Internationalisation is immediately relevant to higher education institutions, for reasons of quality promotion, competitiveness and their relevance to contemporary society ... Internationalisation is thus closely

linked to institutional development and strategy, and should be the concern of the institution's governing body and top management (Crowther, 2015, p. 40). Some institutions have chosen to use the term Comparative Education to encompass all matters pertaining to Internationalisation.

Connell (2013) and Matthews (2014) noted that governments have instituted national policies that treat internationalisation as a vehicle for growth and income generation in the HE sector. In fact, as posited by the researchers, more and more governments treat HE as a service industry primarily because of competing economic obligations. Accordingly, internationalisation strategies tend to focus predominantly on student and staff outward and inward transnational mobility with its corresponding increase in their recruitment and the intentional development of international partnerships for research and publications. It is not surprising that success of HE institutions is premised on metrics reflecting the foregoing factors, thereby creating and sustaining a 'prestige culture' (West & Rice, 2012). Numerous researchers like Blackmore, Blackwell and Edmondson (2016); Knobel, Simões and de Brito Cruz (2013) were careful to point out that a prestige culture has arisen that dictates whether universities are perceived to be 'excellent' or 'world class' in terms of research, teaching and the student experience.

It is not surprising that Robson and Wihlborg (2019) noted Connell's poignant comment, 'A first-order effect of the neoliberal turn is to instrumentalise research and teaching. Research that benefits a corporate or organisational interest, or fits a politician's definition of national priorities, is encouraged' (p. 128). Moreover, subscribing to a perspective grounded in philosophies that privilege individual development (by positioning the learner in HE as autonomous especially in many 'Western' contexts) further underscores the need for internationalisation that promises to provide 'freedom' of thought and actions.

Beginning from a rather simplistic stance, Merriam-Webster's dictionary defines internationalisation as the noun form of the word internationalise which means to place (something) under international control; to make (something) involve or affect two or more countries. Internationalisation may be regarded as the process of planning and implementing products and services so that they can easily be adapted to specific local languages and cultures, a process called localisation. For Sanderson (2004), becoming internationalised is to be a 'personal journey of deconstruction and reconstruction' (p. 16). In other words, each individual has the personal responsibility to 'deconstruct' and 'reconstruct' if s/he is to be able to

appreciate the real value of internationalisation. Varying degrees of effort may be required but what is certain to me is that automaticity would never address, far more solve, the inherent challenges of internationalisation.

In a sense, internationalisation may be regarded as spanning the knowledge base of any discipline. This includes not only learning and teaching materials (content and strategies used) but global values and trends of the discipline. Educational policies, research and employability skills are also included. It is through internationalisation that learners acquire intercultural knowledge, skills and competencies that are expected to enable them to participate globally in the competitive job market. Accordingly, learning outcomes need to make reference to intercultural competencies as well as professional practice as it is exercised in different parts of the world.

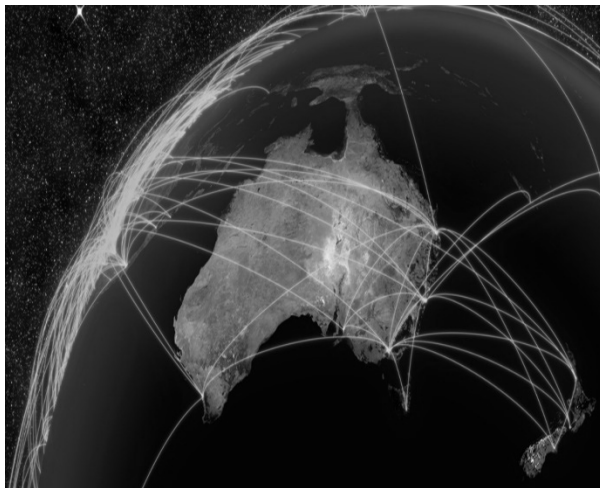


Exhibit 1. 2 Internationalisation 2

Additionally, learning materials need to be selected in such a manner that consideration is duly given to the myriad of ways that knowledge is constructed in different cultures. Needless to say, assessments must reflect not only local or regional practices but also international norms. Unfortunately, the Higher Education sector where most internationalisation is evident is seriously challenged by increasingly profound economic, social, religious and cultural issues. Among those are unfavourable demographic trends, immigration, ethnic and religious tensions as well as troubling financial crises.

In describing internationalisation, Joseph, Marginson and Yang (2005) referred to global convergence and encounters where differences bring transformations in people's living practices... This is true of all walks of life, but particularly true of education (p. 3). Yang (2005) affirmed that a nation's history, indigenous populations, culture and resources shape its relationships with other countries. My personal experience living and working in countries other than the place of my birth and upbringing confirm that even at the individual level, this observation holds true and to some extent, helps to shape our relationship with individuals from countries other than our own. For example, as a nation we have been swamped with thousands of illegal immigrants from neighbouring countries and this has caused no end of tensions and conflicts among locals and immigrants, thereby exacerbating long held prejudices and evidently reshaping the kinds of relationships we currently have. In a similar way, Trahar (2011) pointed out the gulf 'between the marketing strategies employed by such organisations as the British Council, which promotes opportunities for mutual understanding offered by the fresh and enriching perspectives of international students and the experiences of academics and students' (p. 8). Yet Knight (2004) posited that internationalisation is 'the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education' (p.11); a definition that articulates internationalisation as a process, with international and intercultural dimensions of the curriculum.

Interestingly, Shaffer *et al.* (2017) conceptualised internationalisation as a 'process where cross-cultural challenges are addressed, deliberative pedagogies are developed, and curriculum and the broader higher education experience is enriched to encourage individual and collective agency and engagement with the complex challenges facing society' (p. 127). These researchers were careful to note that there are cultural challenges that must be spoken to and in that vein, the curriculum intentionally needs to address contemporary complex societal issues. Personal experience from working with an Erasmus + Project demonstrates how very well cross cultural challenges are effectively addressed to ensure that goals are achieved and all participants are fully engaged in the project.

Often or perhaps formerly referred to as globalisation by many (despite being different (OECD, 1999, p. 14), researchers have differentiated between globalisation and internationalisation. For instance, Altbach and Knight (2007) contended that globalisation is the context of economic and academic trends that are part of the reality of the 21st century. Internationalisation includes the policies and practices undertaken by

academic systems and institutions – and even - individuals – to cope with the global academic environment... Globalisation may be unalterable but internationalisation involves many choices (p. 290 - 291). The researcher Vaira (2004) unhesitatingly posited that the ‘centrality of higher education institutions in the globalised world’ mandates the relationships between globalisation and higher education to be ‘acuter, perplexing and open to multiple and divergent accounts’ (p. 484).

In discussion on new approaches to research, Robson (2011) referred to internationalisation as a multidimensional, dynamic and potentially transformative process in Higher Education (HE). The literature seems to suggest that internationalisation of HE took preeminence in Europe during the 1990s. As a matter of interest, Mok and Lee (2003) postulated another term, ‘glocalisation’ which “can be divided into the terms ‘global’ and ‘localization’: a global outlook adapted to local conditions” (p. 35).



Exhibit 1. 3 Internationalisation 3

Meanwhile Teichler (2004) defined internationalisation as ‘the totality of substantial changes in the context and inner life of HE relative to an increasing frequency of border-crossing activities amidst a persistence of national systems’ (p. 22). He was careful to highlight salient similarities among the terms internationalisation, Europeanisation and globalisation by noting a similar trend or policy direction away from internal, more or less simple ‘closed national’ systems of HE, to a more complex system involving more participants over a longer distance including crossing borders. Additionally, Teichler noted that the three terms make reference

to the ‘changing context that poses a challenge for HE or to changes which occur within HE itself’ (p. 7).

As far as Mok (2003) was concerned, internationalisation of higher education involved ‘market-related strategies such as...encouraging academics and universities to engage in business and market-like activities to generate revenue’ (p. 123), including the recruitment of international students. This researcher also viewed internationalisation of higher education as serving the interests of reducing the financial burden of the state. Interestingly, Kreber (2009) proposed that the word ‘internationalisation’ communicates ‘an ethos of mutuality and practices geared at strengthening cooperation...By encouraging greater internationalisation across teaching, research and service activities, the quality of higher education can be enriched’ (p. 2-3).

Moreover, ‘internationalisation, Europeanisation and globalisation each address the process of internationalisation with a different emphasis’ (p. 22). Teichler identified two important respects in which internationalisation, Europeanisation and globalisation differ. Whilst internationalisation tends to address ‘an increase of border-crossing activities amidst a more or less persistence of national systems of HE’ (p. 7), globalisation tends to assume that borders and national systems get blurred or might disappear. To Teichler, Europeanisation may be considered as a regional version of either internationalisation and globalisation, although Race (1997) believed Europeanisation is more the regional version of internationalisation than of globalisation.

Teichler (2004) further noted that while internationalisation is often discussed in relation to physical mobility, academic cooperation, academic knowledge transfer and international education, Europeanisation frequently refers to ‘cooperation and mobility and covers issues like integration, convergence of contexts, structures and substance’ (p. 7). The researcher pointed out that Europeanisation is often addressed when reference is made to cooperation and mobility and also covers issues like integration, convergence of contexts, structures, substance and segmentation between regions of the world’ (p. 7). Finally, he claimed that globalisation is frequently associated with competition, market-steering, trans-national education and commercial knowledge transfer as supported by a number of other researchers like El-Khawas (1994); Lenn (1999); Middlehurst (2000) and Sadlak (2001).



Exhibit 1.4 Internationalisation 4

Wihlborg and Robson (2018) posited that internationalisation is often associated with success in terms of research funding; international student and staff recruitment; and coauthorship with international research partners, which help to determine the position of HE institutions in influential global university rankings like Quacquarelli Symonds (QS) and the Times Higher Education World rankings. The researchers also noted that The Council of Europe urges member states to enrol students from third world countries; facilitate exchange and mobility of students and staff, projects and knowledge; and engage in academic and research cooperation, in an effort to nurture ‘an international culture’. As mentioned earlier, Robson (2016) noted that HE institutions are changing rapidly in response to increasing geopolitical and economic imperatives, to ‘become international’.

Trahar (2013) differentiated between internationalisation and globalisation. This researcher viewed internationalisation as the ‘growth of relations between nations and between national cultures (in that sense internationalisation has a long history)’, and globalisation as ‘reserved for the growing role of world systems’ (p. 7). Trahar quoted Marginson (2000) who declared that these ‘world systems are situated outside and beyond the nation state, even while bearing the marks of dominant national cultures, particularly American culture’ (p. 24).

In summarising her discourse on internationalisation of the curriculum: concepts and working practices, Trahar quoted Altbach and Knight (2007) as follows: ‘globalisation is the context of economic and academic trends

that are part of the reality of the 21st century. Internationalisation includes the policies and practices undertaken by academic systems and institutions – and even - individuals – to cope with the global academic environment... Globalisation may be unalterable but internationalisation involves many choices (p. 290 -291).

Some experts speak of a sequential approach whereby internationalisation occurs incrementally from knowledge of the foreign market to capitalising on the benefits of it. This approach involves a focus on deliberately making information known to the world whose content adapts to the requirements and demands of a global audience. Clearly, quality assurance and quality control are inevitable areas of concern if acceptable standards are to be maintained across the board.

International students are regarded as those students who are from a country other than the one in which they are currently studying. The reasons for choosing to study away from home are as varied as the individual international students themselves: the desire to be independent; the need to be away from poverty and possibly unpleasant domestic situations; the urge to experience life in a different country; the yearning to meet new people and address global problems; the longing for social mobility; the unending search for viable opportunities; the craving to be emotionally tied to others with non similar upbringing; the desire to be at the forefront of technology; etc. to mention a few in current literature.

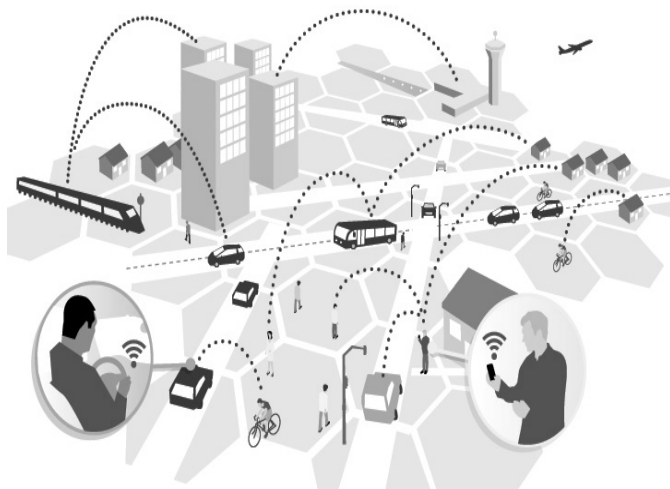


Exhibit 1. 5 Internationalisation 5

It is no small wonder that according to Marmolejo (2010) and Noorda (2014), internationalisation is commonly positioned as a ‘positive and important element in the development of Higher Education’ (HE). De Wit and Hunter (2015) maintained that internationalisation is not a goal in itself, but a means to enhance the quality of HE. For this reason, Wihlborg and Robson (2018) maintained that ‘moving outside the purely instrumental and transmission-based view of education that has informed many internationalisation strategies to date and instead to view the phenomena through the lens of becoming knowledgeable in a globalised world’ (p. 10) should yield much valuable information. The researchers posited that merely focusing principally on economic imperatives would result in a loss of numerous opportunities available from internationalisation. Some salient advantages of internationalisation include students and staff educational and research enrichment experiences. Needless to add, internationalisation can undoubtedly catalyse valuable HE contributions to society at large. If we are to experience systemic change in internationalisation of HE, Wihlborg and Robson recommend reconceptualising knowledge, research and teaching ‘through a more holistic, cross-disciplinary and transversal approach’ (p. 10). Accordingly, the researchers advised a readjustment of research approaches that would address ‘new types of challenges and their implications for internationalisation strategies’ (p. 10).



Exhibit 1. 6 Internationalisation 6

Taking another stance, Teichler (2004) questioned whether globalisation of higher education should be viewed as a manifestation of "turbo-capitalism"

or as a move towards "global understanding" (p. 5). He viewed internationalisation as the 'growing border-crossing activities between national systems of higher education' and posited that it is 'losing ground to globalisation which he described as 'border-crossing activities of blurred national systems which is often employed to depict world-wide trends and growing global competition' (p. 5). In his journal article entitled 'The changing debate on internationalisation of higher education' Teichler speaks to issues of knowledge transfer with specific reference to the many tensions between snowballing diversity in higher education and related struggles to facilitate student prior studies recognition. The researcher acknowledged diversity of steering and management policies regarding internationalisation and globalisation. Despite numerous opportunities he did not hesitate to point out inherent in internationalisation is the possible destruction of cultural heritage; diminishment of language diversity; reduction of variety of academic cultures and structures; quality decline; and 'imperialist take-overs'.



Exhibit 1. 7 Internationalisation 7

Finally, another dimension of internationalisation and globalisation, proposed by Otten (2003), is that of the 'regional/local level of...domestic multiculturalism' (p. 13). This appears to be a more local perspective embedded in the term "cosmopolitanism" as proposed by Caglar (2006, p. 40). Interestingly, within the context of international higher education Cuccioletta (2001/2002) referred to 'cosmopolitan citizenship...that

recognises that each person of that nation-state possesses multiple identities' (p. 4), which link the individual to his/her own cultural heritage and the culture of the host country.

Groves, Montes and Carvalho (2017) posited that internationalisation of HE has a political objective, especially in Europe. These researchers evidenced their proclamation by pointing to programmes like Erasmus programme and the 'Mobility Strategy 2020 for the European Higher Education Area' that are thought to be excellent models for good practice, from the viewpoint of student as well as staff- mobility (Teichler, 2009).

Regardless of one's perception concerning internationalisation, Wisdom dictates the obvious benefits that learners can accrue from equipping themselves with an international focus in every area of their lives. From simply actively engaging with international students in their local settings to purposefully becoming familiar with international trends and issues globally, learners can enormously enhance their personal profiles and be of assistance to others. Let's now move directly to some current research in internationalisation in order to provide a better context for this present book.

1.2 Current Research in Internationalisation

'Globalisation has changed us into a company that searches the world, not just to sell or to source, but to find intellectual capital - the world's best talents and greatest ideas.'

—Jack Welch

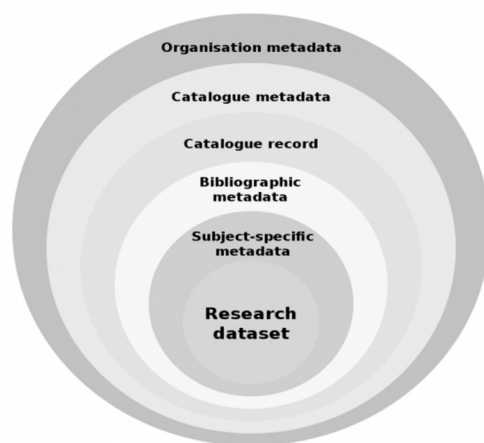


Exhibit 1. 8 Internationalisation 8

In this section we seek to provide you with contemporary, cutting-edge research on internationalisation. Nevertheless, we hasten to say that like every other specialisation researching internationalisation has its challenges. Accordingly, Robson and Wihlborg (2019) in a series of papers ‘explore and critique the conceptual and methodological challenges and possibilities of researching internationalisation. They transcend institutional, disciplinary and national boundaries, and aim to offer new research approaches, analytical tools and frameworks, and a robust critique of ideas around internationalising higher education in Europe and beyond’ (p. 127).

Wihlborg and Robson (2018) noted that importantly there is also a need to ‘readjust our research approaches to address new types of challenges, and their implications for internationalisation strategies. To bring about systemic change in the internationalisation of HE, the ways we conceptualise knowledge, research and teaching need to be reconsidered through a more holistic, cross-disciplinary and transversal approach’ (p. 10). The researchers recommended ‘moving outside the purely instrumental and transmission-based view of education that has informed many internationalisation strategies to date and instead to view the phenomena through the lens of becoming knowledgeable in a globalised world’ (p. 10).

In their outstanding report entitled ‘The shape of things to come: higher education global trends and emerging opportunities to 2020’, code named ‘Going Global 2020’, the British Council released the results of their research that looked at four key trends in international higher education, viz. (i) international student mobility flows in the next decade and the demographic and economic factors impacting on them; (ii) the emergence of new models of global higher education partnerships – this includes teaching partnerships and provision of degrees off-shore; (iii) patterns in research output and its growing internationalisation; and (iv) commercial research activities that higher education institutions in different countries engage in as a response to decreased investment in higher education across a growing number of countries.

According to the British Council (Going Global 2020) demographic and economic drivers will impact the changing higher education landscape in the next decade. For instance, well established relationships have been identified between gross domestic product (GDP) growth and tertiary education enrolments. The British Council confirms that such a relationship is noticeably robust for those emerging economies whose GDP per capita is less than US\$10,000 and ‘where a small increase in the GDP contributes to a significant rise in the enrolment rate’ (Going Global 2012, p. 3). Their

research has found a significantly strong correlation between student and trade flows in certain countries, for example Canada, Japan, China, South Korea and India, where the correlation is above 70 per cent.

The British Council has also noted that the impact of a country's research base is another factor which is progressively more determining the country's international relevance. Using research citation as a representation for quality, one report from The British Council supports an impressive body of empirical evidence that internationally produced research is of higher quality than local research. Interestingly, this is not because internationally produced research provides solutions to global challenges and benefits more than one nation. Their study found that '80 per cent of countries' research impact is determined by their research collaboration rate' (Going Global 2012, p. 3).

The foregoing report identified internationally experienced researchers as having the most highly cited research articles, based on records from International Comparative Performance of the UK Research Base, The Department for Business, Innovation and Skills (2011). Also recognised were countries like Switzerland, the Netherlands, the Nordic countries, the UK and US that generate the highest average citation impact per document.

As naturally expected, demand for international collaboration is indicative of high quality especially at the institutional level. It is no small wonder that Harvard, followed by Toronto and Oxford, produces the highest number of collaborative research articles as reported by The British Council in their report Going Global 2012 (p. 6). Additionally, as observed, with at least eight universities having an average research citation impact of more than 80 per cent above the global average, the 'UK has and will continue to be a desirable global collaboration partner'(p. 6). The British Council perceived a strong correlation between citations per document and international research collaboration rates. The Council noted a significant positive association while being very careful to point out that statistically such observation is not proof of causality. Nevertheless, the fact is that for 2010, '80 per cent of the variation in citations per document across countries is 'explained' by international research collaboration rates' (p. 6).

Furthermore, The British Council reported that Nobel prizes are increasingly being won by researchers working in a country other than their country of birth and more than 60 per cent of the Nobel prize winners in 2010 and 2011 had studied or carried out research abroad. Startling details emerging showed that '44 per cent (8/18) of the Nobel Prize winners in 2010 and 2011

won the prize for work in a country other than their country of birth. From 2008 to 2011, the proportion was 33 per cent; 1997 to 2011, the proportion was 29 per cent; approximately 29 per cent in the 1960s and approximately 15 per cent in the 1920s' (Going Global 2012, p. 3).

It might be useful here to indicate that emerging from the UK Prime Minister's Initiative 2, The Teaching International Students (TIS) project, was a joint initiative of the Higher Education Academy and the United Kingdom Council for International Student Affairs. The aim was to provide guidance for academics on how to provide for the diverse learning needs of international students that would benefit all of them.

Needless to say, significant and ongoing investment in education is required in order to maintain a high standard of ethnorelative (as opposed to ethnocentric) teaching and research that not only caters for the needs of domestic and international student audiences on one hand, but also resolves global research challenges on the other. Interestingly, Going Global 2012 was careful to highlight 'the scope for more effective application of research excellence into commercial activities which are an under used resource for generating inward investment and research income from local and global companies' (p. 4). 'Practices of engagement' between the higher education system and industry in different countries and observations of international comparisons speak for themselves. One simply has to record the number of really successful partnerships between educational institutions and industry in any given country. Accordingly, The British Council aggressively supports internationalisation of education in a variety of ways like by actively engaging in policy debates in the United Kingdom (UK) and abroad; supporting the UK sector in its internationalisation work; attracting the brightest students and scholars to the UK to study and carry out research; seizing opportunities to deliver a UK education overseas; and providing support on the ground for teaching and research partnerships' (Going Global 2012, p. 3).

Generating revenue is yet another powerful reason in favour of internationalisation. In fact, The British Council has noted that 'global tertiary enrolments and mobile students [have] followed closely world trade growth and far outpaced world Gross Domestic Product (GDP) growth over the past 20 years. Increasingly, this expansion is being seen by governments as means to deliver on national priorities and contribute to economic growth' (p. 6). The Department for Business, Innovation and Skills (2013) reported that the UK is the second most popular destination in the world for