

Internationalisation of the curriculum

Symposium related special issue of the Journal of Comparative and International Higher Education

Topic: Re-conceptualising higher education teaching and learning for sustainable internationalisation of the curriculum

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Higher education institutions in many western democracies have enjoyed the benefits of international education as increasing numbers of students from various developing and emerging economies have aspired to gain qualifications from and experience the western education. These international education experiences give students the opportunity to engage in diverse ideas and ability to appreciate nuances between different cultures and societies. Many of the “21st Century Skills” that the OECD has identified as essential for the “new Global Economy” can in fact be developed through meaningful internationalisation of the curriculum. Although many educators may recognise these benefits, often the education policies and therefore the strategies to attract and ‘service’ international students gets fogged with the very real and upfront monetary benefits that international education provides. This is particularly so with constantly declining public funding for universities and an expectation to produce more outcomes.

In its pure form internationalisation of the curriculum should be about developing students' ability to recognise and engage with diverse global ideas and challenges and respectful recognition and engagement with these differences. Obviously how these manifests within curriculum will differ from discipline to discipline, and across cultural educational values. Internationalisation of the curriculum should not mean diluting host institutional strengths within research areas but enhancing these strengths by engaging with diverse global perspectives. Meaningful internationalisation of the curriculum should also offer opportunities to engage with local indigenous knowledges and perspectives and an opportunity to embark on decolonisation of existing curriculum. And with many societies becoming more and more multicultural due to migration and refugee settlements, internationalisation of the curriculum is even more relevant, regardless of the existence of international students.

The COVID-19 pandemic, while putting a spotlight on international education, has also generated publication activity on this topic. While there have been a number of publications highlighting the importance of internationalisation, there is also an opportunity to highlight some of the incredible work that is being done in pockets of good practice from around the world. And in particular the way in which internationalisation is perceived, conceptualised and embedded with non-western education contexts.

Through this special issue we aim to engage with the topic of internationalisation of the curriculum to answer the following keys questions:

- What do we mean by internationalisation in different contexts?
- What is internationalisation of the curriculum in different contexts?
- Internationalisation at home.

Submissions, with substantial research, evaluation and empirical studies would be welcomed around the following areas:

- **Technological affordances to embed internationalisation initiatives:**
 - Affordances provided by industrial revolution 4.0 for internationalisation:
 - Addressing equity issues in terms of access to education through access to technology.
 - Connected eLearning (considerations of adapting better tech and learning activities to improve the engagement of international students and/or domestic)
 - Technologies for meaningful internationalisation
 - Technology opportunities and challenges for internationalisation

- Internationally accessible technology infrastructure to support internationalisation
- Technology support for international students with language challenges...support services for students who speak different languages
- **Embracing new forms of mobilities, particularly as a response to the COVID-19 pandemic:**
 - for example with border closures and in ability to travel.
 - Innovative internationalisation in different contexts.
- **Staff recruitment and professional development strategies to support internationalisation.**
- **Student experience: both international and domestic student experiences:**
 - Balancing the interests of host country students and international students
 - Enriching student experiences
- **Embedding indigenous perspectives in international education:**
 - Opportunities to develop unique educational experiences.
 - What does international education look like in different contexts.
- **De-colonising curriculum for reciprocal internationalisation:**
 - Initiatives that allow students to experience diverse perspectives in the way they engage with curriculum, including all learning, teaching and assessments.
 - Internationalisation experiences from non-Western educational contexts.

Some references that may help guide authors about the initial thinking of the conference organisers:

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- Kennedy, J., Thomas, L., Percy, A., Dean, B., Delahunty, J., Harden-Thew, K., & de Laat, M. (2019). An Aboriginal way towards curriculum reconciliation. *International Journal for Academic Development*, 24(2), 148-162. doi:10.1080/1360144X.2019.1593172
- Leask, B. (2013). Internationalization of the Curriculum and the Disciplines: Current Perspectives and Directions for the Future. *Journal of Studies in International Education*, 17(2), 99-102. doi:10.1177/1028315313486228
- Leask, B. (2020). Embracing the possibilities of disruption. *Higher education research and development*, 39(7), 1388-1391. doi:10.1080/07294360.2020.1824211
- Martin, J. (2018). Skills for the 21st Century: Findings and Policy Lessons from the OECD Survey of Adult Skills. *IDEAS Working Paper Series from RePEc*.
- Martirosyan, N., Bustamante, R., & Saxon, D. (2019). Academic and Social Support Services for International Students: Current Practices. *Journal of International Students*, 9(1), 172-191. doi:10.32674/jis.v9i1.275
- Tehan, D. (2019). *International education makes significant economic contribution*.

Key dates:

- Submission for the conference closes 1st September 2021
- Initial invitations to publish in JCIHE 31st October 2021

- Full articles should be submitted by Feb. 1, 2022
- Peer review period : 2/1 - 5/1 2022
- Revision and finalization period: 5/1 - 7/1 2022
- Copyediting and Production period: 7/1 - 9/1 2022
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