

Globalization And Internationalization In Higher Education Theoretical Strategic And Management Perspectives

Globalization is a multi-dimensional concept reflecting the increased economic, social, cultural, and political integration of countries. There has been no pinpointed consensus on the history of globalization; however, the globalization process has gained significant speed as of the 1980s in combination with liberalization. Many countries have removed or loosened barriers over the international flows of goods, services, and production factors. In this context, both liberalization and globalization have led to considerable institutional, economic, social, cultural, and political changes in the world. The liberalization and globalization processes have affected economic units, institutions, cultures, social lives, and national and international politics. The Handbook of Research on Institutional, Economic, and Social Impacts of Globalization and Liberalization provides a comprehensive evaluation of the institutional, economic, and social impacts of globalization and liberalization processes across the world. While highlighting topics like economics, finance, business, and public administration, this book is ideally intended for government officials, policymakers, practitioners, stakeholders, researchers, and academicians interested in the international impacts of globalization and liberalization across a variety of different domains.

How global competition for the brightest minds is changing higher education In The Great Brain Race, former U.S. News & World Report education editor Ben Wildavsky presents the first popular account of how international competition for the brightest minds is transforming the world of higher education--and why this revolution should be welcomed, not feared. Every year, nearly three million international students study outside of their home countries, a 40 percent increase since 1999. Newly created or expanded universities in China, India, and Saudi Arabia are competing with the likes of Harvard and Oxford for faculty, students, and research preeminence. Satellite campuses of Western universities are springing up from Abu Dhabi and Singapore to South Africa. Wildavsky shows that as international universities strive to become world-class, the new global education marketplace is providing more opportunities to more people than ever before. Drawing on extensive reporting in China, India, the United States, Europe, and the Middle East, Wildavsky chronicles the unprecedented international mobility of students and faculty, the rapid spread of branch campuses, the growth of for-profit universities, and the remarkable international expansion of college rankings. Some university and

government officials see the rise of worldwide academic competition as a threat, going so far as to limit student mobility or thwart cross-border university expansion. But Wildavsky argues that this scholarly marketplace is creating a new global meritocracy, one in which the spread of knowledge benefits everyone--both educationally and economically. In a new preface, Wildavsky discusses some of the notable developments in global higher education since the book was first published.

The papers in this collection focus on ways higher education institutions might better promote strategies for the internationalization of teaching, learning, research, and other services. The papers explore the rationale of internationalization, the main barriers to internationalization, the distinction between globalization and internationalization, and the growth of transnational education. The papers are: (1) "Changing Rationales for the Internationalization of Higher Education" (Hans de Wit); (2) "Missing in Action: Leadership for International and Global Education for the Twenty-First Century" (Josef A. Mestenhauser); (3) "'The Show Is Not the Show/But They That Go': The Janus-Face of the Internationalized University at the Turn of the Century" (Dorothea Steiner); and (4) "Transnational Education and Recognition of Qualifications" (Lesley A. Wilson and Lazar Vlasceanu). The first two papers contain references. (SLD)

This book provides a cutting-edge analysis of the ways in which higher education institutions have become more international over the past two decades. Drawing upon a range of post-foundational spatial, network, and mobilities theories, the book shifts our thinking away from linear, binary, Western accounts of internationalization to understand the complex, multi-centered and contradictory ways in which internationalization processes have played out across a wide variety of higher education landscapes worldwide. The author explores transnational student, scholar, knowledge, program and provider mobilities; the production of mobile bodies, knowledges, and identities; the significance of place in internationalization; and the crucial role that global university rankings play in reshaping the spatial landscape of higher education.

Globalization and Universities in China and the World

"Four Branches" of Internationalization of Higher Education in China

Developing the Global Student

From Localization to Internationalization of Higher Education

Understanding Global Higher Education

Conceptualizing Soft Power of Higher Education

Develops new and intriguing insights into globalization theory and internationalization practice, expanding the investigation of East Asian

values and contexts in comparison and separate from Western-dominant thoughts of globalization and internationalization in higher education.

Universities all over the world are increasingly recognising the challenges of globalization and the pressures towards internationalization. This collection draws together a wealth of international experience to explore the emerging patterns of strategy and practice in internationalizing Higher Education. Questions considered include: • How is the concept of globalization in the context of higher education understood by those who lead universities across the world? • What new challenges are being created as universities seek to become more international? • Which forms of leadership are needed and will be needed in the future in these transforming institutions and how are they going about preparing for and achieving this?

A volume of specially commissioned papers which draws on the diverse expertise of academic researchers, policy makers and educational practitioners to address the changing patterns of competition and provision, in international higher education. Topics addressed range from policy, provision, teaching, research and business engagement.

This book examines some of the major higher education reforms and policy shifts globally, particularly in the light of recent shifts in quality and standards-driven education and policy research. It critiques the neo-liberal ideological imperatives of current higher education and policy reforms, and illustrates the way that changes in the relationship between the state and higher education policy affect current trends in higher education reforms. Using diverse comparative education paradigms from critical theory to historical-comparative research, the chapters focus on globalisation, ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change. The book analyses and evaluates the policy shifts in methodological approaches to globalisation and higher education reforms, and their impact on education policy and pedagogy. The book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation, comparative education research and higher education reforms.

Policies and Initiatives for the Internationalization of Higher Education

The Internationalization of East Asian Higher Education

Higher education in an era of globalization

Contesting Globalization and Internationalization of Higher Education

Higher Education in Turmoil

The Changing World of Internationalization

Today, globalization highlights the importance of cultural diversity within countries, communities, and institutions while providing a better understanding of individuals and groups. By encouraging a focus on international perspectives in learning, teaching, and recruitment, educational institutions are able to adapt to a globalized society. Policies and Initiatives for the Internationalization of Higher Education in Developing Nations provides emerging research exploring the theoretical and practical aspects of implementing the processes of internationalization, as well as its political, economic, historic, and organizational barriers. Featuring coverage on a broad range of topics such as systems theory, student mobility, and risk management, this publication is ideally designed for

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education researchers, academicians, policymakers, graduate-level students, and administrators seeking current research on the policies and initiatives practiced by institutions and individuals in order to compete with the influences of globalization.

Rarely, if ever, have business schools experienced change as far-reaching and powerful as during the current wave of globalization. Understanding these changes, and their implications, was the charge given to an AACSB Task Force on Globalization of Management Education. In this comprehensive report, the Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment. Then, by exploring individual business school strategies, it provides valuable insights into how business schools can and should respond. The report aims to encourage and guide business schools to embrace globalization in ways that are mission-appropriate, manageable given available resources, and meaningful to the stakeholders being served. For organizations serving business schools, it will be a catalyst for action that elevates and improves business schools' capabilities. Readers will be left with the conviction that great opportunities exist for business schools to move from keeping pace with the sweeping changes of globalization, to leading the way.

This book examines the globalization trends in higher education from an international political science perspective, using Nye's theory of soft power to explore the rationale behind it. It focuses on conceptualizing the Soft Power Conversion Model of Higher Education, which is embedded in the globalization of higher education, and analyzes the globalization of Chinese higher education reform. Also, this book provides innovative and unique viewpoints on conceptualizing and mapping the globalization and internationalization of higher education, especially for current Chinese higher education (1949-2016). It discusses and illustrates cutting-edge concepts of global higher education, such as global learning, global competency, and global citizenship and refines them in the conceptualized soft power conversion model of higher education. This book reports on and enriches the theoretical concept of global education, and provides practical insights into global learning, global citizenship and global competency for Chinese undergraduate students.

Internationalization of higher education can be defined as the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution. This comprehensive analysis describes and compares the historical development of the internationalization of higher education in the United States and Europe, as well as providing a comparative and conceptual analysis of the current situation in the field. The increasingly international focus of higher education is dialectically related to the present globalization and regionalization of our societies and markets. As a result, the importance of quality assessment of internationalization strategies has grown, international academic consortia and networks have emerged, and English has been firmly established as the language of communication in higher education. The combination of historical, comparative, and conceptual analysis of internationalization of higher education provides a framework for further research and practice of this important trend in higher education. First, de Wit describes and compares the historical development of internationalization in higher education in both the United States and Europe. In part two, the political, economic, social/cultural and academic rationales for the internationalization of higher education are described and a critical analysis of the different meanings and definitions, as well as organization models and strategies are provided. In the last section, internationalization of higher education is placed in the context of recent globalization.

Globalization's Impact

Internationalisation of Higher Education

The Third Delight

Discourse and Responses in the Asia Pacific Region

Internationalization of Higher Education in the United States of America and Europe

An Analysis through Spatial, Network, and Mobilities Theories

This open access book presents the major outcomes of the fourth edition of the Future of Higher Education – Bologna Process Researchers Conference (FOHE-BPRC 4) which was held in January 2020 and which has already established itself as a landmark in the European higher education environment. The conference is part of the official calendar of the European Higher Education Area (EHEA) for events that promote and sustain the development of EHEA. The conference provides a unique forum for dialogue between researchers, experts and policy makers in the field of higher education, all of which is documented in this proceedings volume. This book focuses on the following five sub-themes: - Furthering the Internationalization of Higher Education: Particular - Challenges for EHEA - Access and Success for Every Learner in Higher Education - Advancing Learning and Teaching in the EHEA: Innovation and Links With Research - The Future of the EHEA - Principles, Challenges and Ways Forward - Bologna Process in the Global Higher Education Arena. Going Digital? While acknowledging the efforts and achievements so far at EHEA level, the Paris Ministerial Communiqué highlights the need to intensify crossdisciplinary and cross-border cooperation. One of the ways to achieve this is to develop more efficient peer-learning activities, involving policymakers and other stakeholders from as many member states as possible for which this book provides a platform. It acknowledges the importance of a continued dialogue between researchers and decisionmakers and benefits from the experience already acquired, this way enabling the higher education community to bring their input into the 2020. European Higher Education Area (EHEA) priorities for 2020 onwards. European Higher Education Area: Challenges for a New Decade marks 21 years of Bologna Process and 10 years of EHEA and brings together an unique collection of contributions that not only reflect on all that has been achieved in these years, but more importantly, shape directions for the future. This book is published under an open access CC BY license.

This book is a timely insight into the internationalization of higher education institutions. The internationalization of higher education is a global phenomenon, but with substantial variation in how it is made operational in individual institutions. Comprehensive Internationalization focuses on desirable practices in institutions and their actual approaches to implement a more integrated, strategic, or comprehensive global engagement across their core missions: teaching, research, and service. Part I of the book investigates a wide range of issues governing the internationalization of institutions: Outlining the origins, meaning and evolution toward more strategic and comprehensive forms of internationalization; building an understanding of the meanings of comprehensive internationalization, as well as common aspirations, when linked to different types of institutions; understanding the rationale and motivations for internationalization and intended results; creating an institutional vision and culture to support comprehensive

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internationalization; and implementing key strategies for successful internationalization in terms of practical actions and programs and results, including identifying and ameliorating barriers, engaging organizational change, assessing outcomes, and obtaining resources. Part II of the book offers case stories from institutions across the globe which describe varying pathways toward comprehensive internationalization. Institutions were chosen to reflect the diversity of higher education and approaches to internationalization. An analysis of the cases uncovers similarities and differences, as well as common lessons to be learned. Contributions from mainland Europe, Australia, the USA, the UK, Latin America, Singapore and South Africa, the global application of the book is unparalleled. Comprehensive Internationalization will be of vital interest to a wide variety of higher education institutional leaders and managers as they address the problems and solutions for institutional internationalization available to a rapidly changing educational world and a 21st Century global environment.

Focusing on the actual experiences of L2 students who travelled from their homes to foreign lands as part of a faculty-led, SA program, the author explores the linkage between intercultural awareness and sensitivity, language development (e.g., sociopragmatic awareness), and identity reconstruction in young adult L2 learners.

A study on the understanding of Internationalisation of Higher Education in the European context, based on two surveys, an analysis of the role of digital learning, ten national reports from Europe and seven from outside Europe. The study results in conclusions and recommendations on the future of Internationalisation of Higher Education in Europe, based on the national reports and a Delphi process among experts in international higher education.

Emerging Voices and Perspectives

How Global Universities Are Reshaping the World

European Higher Education Area: Challenges for a New Decade

The Great Brain Race

Global and Local Internationalization

Trends of student mobility and impact on education governance

Internationalization is a pervasive force shaping and challenging higher education as it faces the new realities and turbulence of globalization. In a thoughtful and provocative way, this book provides a critical perspective on the rationales, benefits, risks, strategies, and outcomes of internationalization. A look at the diversity of approaches to internationalization across institutions and countries around the world emphasizes that "one size does not fit all" when it comes to integrating international and intercultural dimensions into the teaching, learning, research, and service functions of higher education. This book will help academic leaders, policy makers, and international education professionals understand the increasing complexities of internationalization and the current controversial issues related to quality assurance, accreditation, trade agreements, commercialization, competitiveness, research, cultural homogenization, and regionalization. Dr. Jane Knight focuses her research and professional interests on the international dimension of higher education at the institutional, system, national, and international levels. Her work in over 60 countries of the world helps to bring a comparative, development and international

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policy perspective to her research, teaching and policy work. She is the author/editor of many publications on internationalisation concepts and strategies, quality assurance, institutional management, mobility, cross-border education, trade, and capacity building. Her latest 2008 publications include *Financing Access and Equity in Higher Education* (editor) and *Higher Education in Africa: The International Dimension* (co-editor). She is an adjunct professor at Ontario Institute for Studies in Education, University of Toronto and is a Fulbright New Century Scholar for 2007-2008.

Ô. . . the Handbook constitutes an essential reference source for everyone interested in studying the current meaning, scope and implications of globalization. Strongly recommended. Õ Đ Higher Education Review Higher education has entered centre-stage in the context of the knowledge economy and has been deployed in the search for economic competitiveness and social development. Against this backdrop, this highly illuminating Handbook explores worldwide convergences and divergences in national higher education systems resulting from increased global co-operation and competition. The expert contributors reveal the strategies, practices and governance mechanisms developed by international and regional organizations, national governments and by higher education institutions themselves. They analyse local responses to dominant global templates of higher education and the consequences for knowledge generation, social equity, economic development and the public good. This comprehensive and accessible Handbook will prove an invaluable reference tool for researchers, academics and students with an interest in higher education from economics, international studies and public policy perspectives, as well as for higher education policymakers, and funding and governance bodies.

Globalization and the resulting internationalization of universities is driving change in teaching, learning, and what it means to be educated. This book provides exemplars of how the Communication discipline and curriculum are responding to the demands of globalization and contributing to the internationalization of higher education. Communication as a discipline provides a strong theoretical and methodological framework for exploring the benefits, challenges and meanings of globalization. The goal of this book, therefore, is to facilitate internationalization of the communication discipline in an era of globalization. Section one discusses the theoretical perspectives of globalism, internationalization, and the current state of the Communication discipline and curriculum. Section two offers a comprehensive understanding of the role, ways, and impact of internationalizing teaching, learning, and research in diverse areas of study in Communication, including travel programs and initiatives to bring internationalization to the classroom. The pieces in this section will include research-based articles, case studies, analytical reviews that exam key questions about the field, and themed pieces for dialogue/debate on current and future teaching and learning issues related to internationalizing the Communication discipline/curriculum. Section three provides an extensive sampling of materials and resources for immediate use in internationalization in communication studies; sample syllabi, activities, examples, and readings will be included. In sum, our book is designed to enable communication curriculum and communication courses in other disciplines to be internationalized and to offer different approaches to enable faculty, students, and administrators to incorporate and experience an internationalized curriculum regardless of time and financial limitations. This book is notable as a professional development resource for individuals both inside and outside the communication discipline who wish to incorporate a global perspective into their research and classrooms.

The drive to internationalize higher education has seen the focus shift in recent years towards its defining element, the

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curriculum. As the point of connection between broader institutional strategies and the student experience, the curriculum plays a key role in the success or failure of the internationalization agenda. Yet despite much debate, the role and power of curriculum internationalization is often unappreciated. This has meant that critical questions, including what it means and how it can be achieved in different disciplines, have not been consistently or strategically addressed. This volume breaks new ground in connecting theory and practice in internationalizing the curriculum in different disciplinary and institutional contexts. An extensive literature review, case studies and action research projects provide valuable insights into the concept of internationalization of the curriculum. Best practice in curriculum design, teaching and learning in higher education are applied specifically to the process of internationalizing the curriculum. Examples from different disciplines and a range of practical resources and ideas are provided. Topics covered include: why internationalize the curriculum?; designing internationalized learning outcomes; using student diversity to internationalize the curriculum; blockers and enablers to internationalization of the curriculum; assessment in an internationalized curriculum; connecting internationalization of the curriculum with institutional goals and student learning. Internationalizing the Curriculum provides invaluable guidance to university managers, academic staff, professional development lecturers and support staff as well as students and scholars interested in advancing theory and practice in this important area.

Universities as Portals of Globalization

A Historical, Comparative, and Conceptual Analysis

Institutional pathways to success

Internationalization of Higher Education in China

Internationalizing the Curriculum

"Offering a range of perspectives on internationalization in higher education from a globally dispersed group of authors, this book reflects the many facets of the theme. It reminds us that, while internationalization is strongly connected to the globalization of society, at the same time it is deeply embedded in local political, economic and social structures, systems and cultures. The increasing attention given to internationalization by institutions all around the world is leading to diversification and broadening of practice. This in turn deepens our understanding of what is needed to enhance the educational experiences of students, and how the outcomes of internationalization contribute to the skills needed in a globalized and multicultural society. Yet inevitably the impact is becoming more noticeable locally and the six sections of the book focus on these dimensions: • Internationalization in Local and Global Contexts • Local and Global Drivers for Change • Global and Local Dimensions of Curriculum Internationalization • The Outcomes of Local and Global International Education • Internationalization for Local and Global Employability • Regional and National Cases of Local and Global Internationalization How can we define more precise learning outcomes that underpin learning and teaching? How do we avoid the societal risks of internationalization and ensure that internationalization opportunities and benefits

are shared equally? How do we prevent brain drain and commercialization? What are the values that underlie our actions? These are just some of the questions that will occupy our minds, locally and globally, in the years to come and which this book seeks to highlight."

The Globalization of Internationalization is a timely text which gives voice to emerging perspectives as an increasing range of countries engage in the process of internationalization. The pressure to internationalize cannot be ignored by institutions anywhere in today's world, yet the dominant paradigms in the conception of internationalization traditionally come from the English-speaking world and Western Europe. This book sets out to offer alternative viewpoints. Different dimensions and interpretations of internationalization in countries and regions whose perspectives have received little attention to date provide food for thought, and help to broaden understanding of its application in alternative contexts. Combining diverse perspectives from around the world, this new volume in the Internationalization in Higher Education series seeks answers to key questions such as: What are the main characteristics of internationalization viewed from different cultural and regional backgrounds and how do they differ from traditional models such as in Western Europe, North America and Australasia? What issues in different global contexts have an impact on internationalization processes? What are the key challenges and obstacles encountered in developing innovative and non-traditional models of internationalization? With contributions from world-renowned international authors, and perspectives from countries and contexts seen only rarely in the literature, The Globalization of Internationalization offers distinctive overviews and insights while exploring a range of thematic and regional issues arising from these considerations. This will be essential reading both as an academic resource and a practical manual for university leaders, academics, higher education policy advisers and non-governmental organizations which fund higher education.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Hans de Wit gives a comprehensive analysis of internationalization of higher education with a comparative emphasis on particular European and American perspectives.

The Globalization of Higher Education

Internationalizing Higher Education

Emerging Paradigms

Globalization and Internationalization in Higher Education

Intentional Internationalization of Higher Education [electronic Resource]

Internationalizing the Communication Curriculum in an Age of Globalization

Internationalization is a pervasive force shaping and challenging higher education as it faces the new realities and turbulence

of globalization. In a thoughtful and provocative way, this book provides a critical perspective on the rationales, benefits, risks, strategies, and outcomes of internationalization.

This book examines the emerging power of “Four Branches” of internationalization of higher education in China from a policy retrospective analysis. In particular, branch one includes China's policy on studying abroad after the reform and opening up; branch two concentrates on China's policy on studying in China after the reform and opening up; branch three explores the policy of Sino-foreign cooperation in running schools; branch four examines the policy of foreign exchange and cooperation. All these four emerging branches are interdependent, and all contribute to shaping the landscape of internationalization of higher education system in contemporary China. In addition, the conclusion and remarks are also offered in this book. The most important features of this book are: (1) new academic conceptualization; (2) comprehensive investigation of the new idea of “Four Branches” of internationalization of higher education in China from a policy retrospective analysis; (3) critically review and epitomize the contextualized construction of “Four Branches” of internationalization of higher education in China for constructing modern education model or system from conceptual, practical, and strategically scopes. The intended readers are scholars and researchers who are interested and work in research on China internationalization development in China and the administrators and stakeholders in Chinese education system and graduate students who majoring and minoring in the field of international education.

Research into higher education has blossomed internationally during the last few decades, as participation in higher education has expanded and concern over delivering it effectively has increased. Higher Education Research offers an overview of what we have learnt through researching different aspects of higher education. Leading academic in the field Malcolm Tight codifies and classifies all research on higher education, offering an accessible but comprehensive guide to the field and its scope. Topics covered include: Teaching and learning Course and design Student experience Quality System policy Institutional management Academic work Knowledge and research Tight discusses the work of key researchers, and explores the varied use of methodologies, theoretical frameworks and research designs. He also identifies topics and areas where further research is needed.

The thrust for globalisation of society has taken centre stage. This means that people around the world are required to develop high level but low cost technologies and innovative competencies in order to enhance social development. In the field of higher education, university managers need to join the technological revolution by adopting low cost ICT and E-learning facilities. This paper examines the role of E-learning in university effectiveness so as to deal with the challenges of Social and global competitiveness in developing countries. The paper defines the concept of E-learning, justifies the need for E-learning in Universities in developing countries, obstacles and challenges of embracing E-learning innovation, involving academics in E-learning reform in Universities, implementing E-learning technologies and innovation in Universities, and the remedies for ensuring successful E-learning in Universities in developing countries. With the impact of globalisation, universities in the

developing world have become competitive in terms of providing quality and flexible educational services to the diverse students' communities. Therefore, creating an enduring vision and a strategic implementation framework for the effective implementation of technological innovations and E-learning seems critical. The demand for skilled workforce equipped with technological skills and competencies to cope with the ever-changing responsibilities at the work place warrants universities to adjust their teaching strategies beyond face-to-face instruction in the classroom. However, it requires institutional leadership in order to promote technology use in university education.

Discourses of Globalisation and Higher Education Reforms

A Strategic Institutional Response to Globalization

Handbook on Globalization and Higher Education

Theoretical, Strategic and Management Perspectives

Internationalization Approaches Practiced in Universities

From Study to Residence Abroad

This volume presents the major outcomes of the third edition of the Future of Higher Education – Bologna Process Researchers Conference (FOHE-BPRC 3) which was held on 27-29 November 2017. It acknowledges the importance of a continued dialogue between researchers and decision-makers and benefits from the experience already acquired, this way enabling the higher education community to bring its input into the 2018-2020 European Higher Education Area (EHEA) priorities. The Future of Higher Education – Bologna Process Researchers Conference (FOHE-BPRC) has already established itself as a landmark in the European higher education environment. The two previous editions (17-19 October 2011, 24-26 November 2014), with approximately 200 European and international participants each, covering more than 50 countries each, were organized prior to the Ministerial Conferences, thus encouraging a consistent dialogue between researchers and policy makers. The main conclusions of the FOHE Conferences were presented at the EHEA Ministerial Conferences (2012 and 2015), in order to make the voice of researchers better heard by European policy and decision makers. This volume is dedicated to continuing the collection of evidence and research-based policymaking and further narrowing the gap between policy and research within the EHEA and broader global contexts. It aims to identify the research areas that require more attention prior to the anniversary 2020 EHEA Ministerial Conference, with an emphasis on the new issues on rise in the academic and educational community. This book gives a platform for discussion on key issues between researchers, various direct higher education actors, decision-makers, and the wider public. This book is published under an open access CC BY license. Globalization is a multifaceted phenomenon, and one of its major components is the internationalization of

education. The increasing pace and complexity of global knowledge flows, and the accelerating exchange of educational ideas, practices and policies, are important drivers of globalization. Higher Education is a key site for these flows and exchanges. This book casts a critical eye on the internationalization of higher education. It peels back taken-for-granted practices and beliefs, explores the gaps and silences in current pedagogy and practices, and addresses the ambiguities, tensions and contradictions in internationalization. In this volume, scholars from a range of disciplines and regions critically examine the co modification of higher education, teaching and support for international students, international partnerships for aid and trade, and the impacts on academics' work.

Developing the Global Student addresses the question of how students of higher education can emerge from their university life better equipped to dwell more effectively, ethically, and comfortably amidst the turmoils of a globalizing world. It does this from a number of theoretical perspectives, illustrating the nature of the personal and educational challenges facing the individual student and the teaching professional. The book explores the massive social changes wrought by the technologies and mobilities of globalization, particularly how present and future generations will relate to, work with and dwell alongside the global other. It outlines a range of social, psychological and intercultural perspectives on human tendencies to seek out comfort among communities of similitude, and illustrates how the experience of life in a global era requires us to transcend the limits of our own biographies and approach university education as a matter of knowledge deconstruction and identity reconstruction, rather than reproduction. This book brings these considerations directly into the daily business of higher education by drawing out the implications for practice at a number of levels. It examines: the implications of a globally interconnected world and individual biographies for the design of the curriculum; a holistic view of learning in the context of the need to develop the global self; what the impact on non-academic practice will be if universities as institutions are to enable these changes; ways in which the broader student community can transform to offer an experience which is more supportive of the development of global selves. Linking theoretical perspectives to present a model of learning as change, this book will be of great interest to those working in higher education, and particularly to anyone involved in policy design and the delivery of the student experience.

Author's abstract: Campus internationalization is increasingly becoming a profitable strategy used by colleges and universities to counteract the transformative effects of globalization on higher education. As institutions begin to rely more heavily on this dimension of their organizational programming, it becomes essential that they

engage in the best possible planning practices to ensure a systematic and sustainable initiative. Failure to plan effectively might derail expectations and compromise institutional viability. The literature investigation of this study suggests that organizational intentionality might be a useful strategy for systemic internationalization planning. The purpose of this mixed-methods study, therefore, was to determine how organizational intentionality has impacted successful internationalization at public research universities in the United States. This investigation was framed on the three stages of the theory of strategic intent, which postulates the importance of leadership intentionality in creating a vision, committing stakeholders to its accomplishment, and inspiring practice toward realization. Based on survey results from the study of seven public research universities in the Southeast region of the United States, outcomes of the first, quantitative, investigation indicated varying degrees of contribution of intentionality in the internationalization of higher education. Findings also uncovered the degree of contribution of intentionality in each of the three stages of strategic intent at each of the institutions. Secondly, results from the case study investigation conducted at the institution identified in the quantitative investigation as having the highest degree of contribution of intentionality in internationalization uncovered strategic planning as the strongest indicator of intentionality vis-a-vis internationalization. Additionally, leadership commitment, resource allocation, vision in planning, structure establishment, employee engagement, competencies establishment, creativity and experimentation, a systematic approach to internationalization, and the development of change agents emerged as best practices of intentionality in internationalization. The analysis of this study shows the association of each of these outcomes with the theory of strategic intent.

Crossroads of Internationalization and Area Studies

Insights from Key Global Publications

Critical Explorations of Pedagogy and Policy

Internationalization of Higher Education in East Asia

Internationalization of Higher Education

The Developing Field

The rise in demand for higher education in the Asia-Pacific region is an undeniable reflection of the growing pace of globalization and the subsequent pressures imposed by it. Aspiring to become globally competitive and to position favourably in the global university league tables, governments in Asia have either engaged in a serious quest to become a regional education hub or they have concentrated on

developing transnational higher education to create more opportunities, in order to meet their citizens' pressing demand for higher education. Internationalization of Higher Education in East Asia critically examines and provides comparative perspectives on the major strategies that selected Asian countries and societies have adopted to transform their higher education sector and enhance their national competitiveness in the increasingly globalized world. This volume by leading scholars in the field of education development and policy studies makes critical reflections on how Asian governments in particular and universities in general have responded to the growing challenges of globalization by promoting more internationalization, student mobility and entrepreneurship in higher education. This book is an essential collection for policy makers, researchers and postgraduate students studying higher education, Asian education and international education.

The Globalization of Internationalization Emerging Voices and Perspectives Taylor & Francis

This volume brings together selected articles published in University World News (UWN) and International Higher Education (IHE) between 2011 and 2016. Researchers, policy makers, and practitioners alike further the development of higher education as a field of study through public and ongoing conversations. It is news, analysis, and commentary publications like UWN and IHE that facilitate this dialogue and keep pace with the most up-to-date developments in the field. Together, the articles included in this volume—alongside the section introductions—offer a rich and relevant picture of the dynamic state of higher education globally. While both publications are freely available online, this book provides a thematically coherent selection of articles, offering an accessible and analytic perspective on the pressing concerns of contemporary higher education.

This edited volume brings together exciting new research and ideas related to the ongoing internationalization of higher education, particularly in the Asia Pacific region, where this phenomenon has been rapidly developing in recent years. It also specifically focuses on analyzing the extent to which resurgent nationalisms from around the world effect the growth and direction of this sector of education. As cultural and political tensions rise globally, many are turning to educators and education researchers for suggestions on how to respond to this trend. This volume seeks to answer that call. Moreover, as authors share perspectives and data from a wide range of national and institutional contexts, the applicability of this volume extends beyond national or regional boundaries, offering questions, challenges, and lessons for educators worldwide.

Globalization and Transformation of University Education in Uganda

An Institutional Perspective

Intercultural Journeys

Comprehensive Internationalization

The Globalization of Internationalization

A Policy Retrospective Analysis