

Walter Grünzweig, Nana Rinehart (Eds.)

ROCKIN' IN RED SQUARE

Critical Approaches to
International Education
in the Age of Cyberculture



second edition

Rockin In Red Square Critical Approaches To International Education In The Age Of Cyberculture

Lien Pham



Rockin In Red Square Critical Approaches To International Education In The Age Of Cyberculture:

Rockin' in Red Square Walter Grünzweig, Nana Rinehart, 2002 International educators can take the high road towards rigorous investment in the ideals of true cultural exchange or continue down the low road to customer satisfaction and design programs that reduce or eliminate challenges International education structured according to the latter principle is little more than just another product in the global marketplace In spite of the process of globalization and partly because of it international education faces a major crisis This volume with contributors from Austria Chile France Germany The Netherlands and the United States sets forth a timely and provocative critique of international education and assesses its future under radically different conditions than those in place twenty years ago Walter Grnzweig is professor of American literature and culture at Universitt Dortmund He holds adjunct professorships at the University of Pennsylvania University of New York at Binghamton and Canisius College Nana Rinehart is associate director of the International Student Exchange Program

People-Centered Approaches Toward the Internationalization of Higher Education Malfatti, Gabrielle, 2020-08-14 Traditionally internationalization efforts in higher education have been rooted in neo liberal transactional models that restrict or compromise the space for meaningful exchanges of socio cultural capital Recently researchers and practitioners in the international education field have taken issue with programming and practices in education abroad international student recruitment and internationalization of the curricula that perpetuate systems of imbalance fossilize prejudices adversely impact host communities abroad and limit student learning to the confines of the Western epistemological traditions As a result scholars and practitioners are creating new paradigms for engagement and exchange People Centered Approaches Toward the Internationalization of Higher Education is an essential scholarly publication that examines the praxis of internationalization in higher education with empirical research and relevant models of practice that approach the topic critically and responsibly The book innovates and re humanizes internationalization efforts including education abroad international recruitment international scholar and student services and internationalization of curriculum by focusing on the people and communities touched intentionally and unintentionally by said efforts It is ideal for higher education faculty education professionals academic advisors academicians administrators curriculum designers researchers and students

Internationalization within Higher Education Elizabeth Stigger, Marian Wang, David Laurence, Anna Bordilovskaya, 2018-03-13 This book discusses what internationalization practices are and the different ways that they are being implemented by higher education institutions in Japan from a bottom up perspective It reflects the current situation faced by many Japanese universities in the context of the changing landscape in higher education and considerations in implementing changes to course curricula programs and university admissions with regard to internationalization The four case studies presented provide readers with clear examples of how the internationalization of higher education institutions is developing within the Japanese higher education system and the issues that different higher

education institutions face in this process Journal of International Students, 2015 Vol. 5(1) Krishna Bista, 2019-10-01 The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes narrative theoretical and empirically based research articles student and faculty reflections study abroad experiences and book reviews relevant to international students and their cross cultural experiences and understanding in international education **Mestenhauser and the Possibilities of International Education** Anne M. D'Angelo, Mary Katherine O'Brien, Gayla Marty, 2022-07-26 Focusing on the work of Josef A Mestenhauser 1925 2015 and the depth and breadth of his contribution to the area of internationalization of higher education this book addresses the theoretical foundations of the field of international education and the implications for practice and strategy It considers key concepts and poses questions for discussion that make Mestenhauser s work accessible to new readers Through a series of provocative essays contributors to this volume examine Mestenhauser s influence on their understanding and practice of international education the relevance of his work today the transferability of his ideas across contexts and current interpretations of the field They consider areas of agreement and disagreement that illuminate pathways for inquiry and future practice affirming the importance of his work in a new global landscape Mestenhauser and the Possibilities of International Education is suitable reading for all those interested in the internationalization of higher education including higher education faculty students researchers and international education and higher education policy makers

Dominant Beliefs and Alternative Voices Joan Elias Gore, 2017-09-25 This book examines why study abroad is a marginal activity in American higher education and evaluates the role gender has played in the development and maintenance of this marginality **Education Abroad and the Undergraduate Experience** Elizabeth Brewer, Anthony C. Ogden, 2023-07-03 Co published with This volume focuses on two questions First how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape rather than as time away from their education and as a commodity to be consumed Second how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences The volume argues that learning abroad be positioned within the work of the larger institution and students overall education Organized within three sections this volume makes the case that learning abroad must be positioned within the work of the larger institution and students overall education In doing so it questions many current assumptions and stimulates thinking about the power of an integrative approach to education abroad to lead to lasting educative value An integrative approach requires that students be afforded multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills the importance of maintaining the disruptive quality of the encounter with the foreign to

enrich study at home issues of commodification and reciprocity increasing access to study abroad to community college particularly adult populations facilitating students social and intellectual development identity formation and reflective practice rethinking orientation programming to emphasize the continuity of learning pre during and post education abroad asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes the faculty role in the internationalization of the curriculum and developing more intentional relationships with in field partners and international educational organizations to more effectively connect leaning abroad with other dimensions of undergraduate education For everyone involved in international education whether SIOs faculty department chairs or deans the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience Internationalizing Higher Education Rhiannon D. Williams, Amy Lee, 2015-04-23 Higher education is facing unprecedented change as today s graduates need particular skills awareness and knowledge to successfully navigate a complex and interconnected world Higher education institutions and practitioners are under pressure to be attentive to internationalization initiatives that support increasingly diverse student populations and foster the development of global citizenship competencies which include problem defining and solving perspectives that cross disciplinary and cultural boundaries Hudzik 2004 p 1 as cited in Leask Bridge 2013 Internationalizing Higher Education Critical Collaborations across the Curriculum is for current and future faculty student affairs staff and administrators from diverse disciplinary institutional and geographic contexts This edited volume invites readers to investigate better understand and inform intercultural pedagogy that supports the development of mindful global citizenship This edited volume features reflective practitioners exploring the dynamic and evolving nature of intercultural learning as well as the tensions and complexities Contributors include institutional researchers directors and key implementers of EU Bologna process in Poland one of the newest members and one that is facing unprecedented change in the diversity of its students international partners in learning abroad programs and scholars and instructors across a range of humanities STEM and social sciences Leading Internationalization Darla K. Deardorff, Harvey Charles, 2023-07-03 Co published with What do university leaders need to know and be able to do to internationalize their institutions This volume provides senior professionals in international education increasingly known as Senior International Officers SIOs with the foundational knowledge that informs leadership practices together with suggested strategies for implementing and developing the wide range of functions activities and skills associated with comprehensive internationalization that will ensure effective support for their institutions educational mission in today s globalized and interdependent world This book addresses strategic leadership issues in internationalization including strategic planning shaping the curriculum recruiting students risk management and developing partnerships Throughout the Association of International Education Administrators AIEA Standards of Professional Practice for SIOs and International Education Leaders reproduced in the appendix are integrated

as a point of reference providing a much needed guide for international education leaders This resource is a vital starting point for anyone in a senior leadership role in higher education as well as for anyone desiring to understand more about this key leadership position essential to higher education institutions in developing institutional global capacity and in educating global ready graduates *Global Perspectives on the Internationalization of Higher Education* Branch, John D.,Durnali, Mehmet,2023-02-24 Transnational higher education was triggered largely by the marketization of higher education which itself manifests in such characteristics as academic rankings institutional branding and an emphasis on managerialism Recent advances in technology and the global COVID 19 pandemic have also driven a virtual internationalization of higher education with universities expanding their digital footprints overseas accelerating their distance education offerings and exploring such innovations as virtual exchange programs *Global Perspectives on the Internationalization of Higher Education* documents contemporary perspectives on the internationalization of higher education and considers its history throughout the years in order to understand potential future directions Covering key topics such as student recruitment institutional branding and student mobility this premier reference source is ideal for administrators principals researchers academicians practitioners scholars instructors and students *The State of Global Education* Brad Maguth,Jeremy Hilburn,2015-04-10 A battle is being waged in classrooms and capitals around the world over the goals and objectives of the future of global education While there is growing research in the area of global education much remains to be uncovered challenged and learned through sound empirical research and conceptual explorations What type of global citizens will schools promote What types of policies programs and instructional practices best promote effective global citizenship Will global education curricula advance an unwavering loyalty to neoliberal ideologies and interests over the strengthening of human rights and the environmental health of our planet This volume presents a series of research studies and innovative instructional practices centered on advancing global learning opportunities and literacies The authors in this volume initiate a much needed conversation on ways students in multiple contexts can and should learn with the world and its people Part I addresses global education in theory with a particular focus on development intercultural competence and global citizenship Part II addresses educational programs and practices that foster global learning and action to help build a better future for all citizens of our planet including experiential education university initiatives and conceptual approaches to teaching and learning This scholarship spans four continents in a multitude of educational contexts primary secondary and tertiary each with a focus on a different dimension of the possibilities and pitfalls in teaching about and with the world and its people

Researching International Pedagogies Meeri Hellstén,Anna Reid,2008-10-13 In our rapidly globalizing world students are able to access learning through mobility through computer mediated experiences and through the diverse perspectives of their peers and teachers All of these components impact on the ways in which universities and their staff prepare and present courses for their students This book presents an edited selection of chapters compiled under the theme of new

international pedagogies The objective is to document current pedagogical frameworks and practices in the teaching and learning context of international education It showcases innovative teaching and learning methods methodological frameworks and novel pedagogies that contribute to improving the effectiveness of teaching and learning in international settings and diverse student groups The collection of seventeen chapters offers new debate on applied critical educational thought innovation in teaching and learning and culturally sensitive and inclusive curriculum practices across a broad disciplinary spectrum Of central interest is the production of teaching and learning examples that provide evidence for implementing progress and advancement in the field The book aims to stimulate further debate research and application in the field of international pedagogies

Student Learning Abroad Michael Vande Berg,R. Michael Paige,Kris Hemming Lou,2023-07-03 A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad Traditional metrics of enrollment increases and student self report and practices of structural immersion are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad This book looks into whether these criticisms are justified and what can be done if they are The contributors to this book offer a counter narrative to common views that learning takes place simply through students studying elsewhere or through their enrolling in programs that take steps structurally to immerse them in the experience abroad Student Learning Abroad reviews the dominant paradigms of study abroad marshals rigorous research findings with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice and presents six examples of study abroad courses or programs whose interventions apply this knowledge This book provokes readers to reconsider long held assumptions beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs In doing so it provides a new foundation for responding to the question that may faculty and staff are now asking What do I need to know and what do I need to be able to do to help my students learn and develop more effectively abroad Contributors Laura BathurstMilton BennettGabriele Weber BosleyJohn EngleLilli Engle Tara HarveyMitchell HammerDavid KolbBruce La Brack Kris Hemming LouKate McClearyCatherine MenyhartR Michael PaigeAngela PassarelliAdriana Medina Lopez PortilloMeghan QuinnJennifer Meta RobinsonRiikka SalonenVictor SavickiDouglas StuartMichael Vande BergJames ZullWhile the authors who have contributed to Student Learning Abroad are all known for their work in advancing the field of education abroad a number have recently been honored by leading international education associations Bruce La Brack received NAFSA's 2012 Teaching Learning and Scholarship Award for Innovative Research and Scholarship Michael Paige 2007 and Michael Vande Berg 2012 are recipients of the Forum on Education Abroad's Peter A Wollitzer Award

The SAGE Handbook of International Higher Education Darla K. Deardorff,Hans de Wit,John D. Heyl,Tony Adams,2012-08-20 The SAGE Handbook of International Higher Education

examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide This mainstreaming of internationalization is a fascinating phenomenon new concepts programs providers and methods of delivery are emerging impressive national and regional scholarship programs have been established radical reforms have been undertaken to make higher education globally competitive and mobility of students and scholars has increased around the world This groundbreaking handbook serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come With a decidedly global approach this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization The text encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts

International Service Learning Robert G. Bringle, Julie A. Hatcher, Steven G. Jones, 2023-07-03 International Service Learning ISL borrows from the domains of service learning study abroad and international education to create a new pedagogy that adds new and unique value from this combination It is a high impact pedagogy with the potential to improve students academic attainment contribute to their personal growth and develop global civic outcomes The international service experience provides opportunities for additional learning goals activities and relationships that are not available in a domestic service learning course or in a traditional study abroad course The service experience develops reflection while shedding light on and providing an added dimension to the curricular component of the study abroad course The international education component further broadens students perspectives by providing opportunities to compare and contrast North American and international perspectives on course content This book focuses on conducting research on ISL which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students faculty and communities The book argues that rigorous research is essential to improving the quality of ISL s implementation and delivery and providing the evidence that will lead to wider support and adoption by the academy funders and partners It is intended for both practitioners and scholars providing guidance and commentary on good practice The volume provides a pioneering analysis of and understanding of why and under what conditions ISL is an effective pedagogy Individual chapters discuss conceptual frameworks research design issues and measurement strategies related to student learning outcomes the importance of ISL course and program design the need for faculty development activities to familiarize faculty with the component pedagogical strategies the need for resources and collaboration across campus units to develop institutional capacity for ISL and the role that community constituencies should assume as co creators of the curriculum co educators in the delivery of the curriculum and co investigators in the evaluation of and study of ISL The contributors demonstrate sensitivity to ethical implications of ISL to issues of power and privilege to the integrity of partnerships to reflection reciprocity and community benefits

Intercultural Competence in Higher Education Darla Deardorff, Lily Arasaratnam-Smith, 2017-07-20 Intercultural Competence in Higher Education features the work of scholars and

international education practitioners in understanding the learning outcomes of internationalization moving beyond rhetoric to concrete practice around the world Devoted exclusively to exploring the central learning outcomes of internationalization efforts this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross cultural contributors including cutting edge issues within intercultural competence development such as intersectionality mapping intercultural competence and assessment the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict facilitating intercultural competence through international student internships interdisciplinary and cross cultural contributions from over 19 countries including Japan Russia Serbia South Africa and Vietnam the latest research and thinking on global intercultural and international learning outcomes with a unique emphasis on newer voices Intercultural competence has become an essential element in international as well as domestic education This text provides the latest thinking and research within the context of internationalization presents practical case studies on how to integrate this into the preparation of global ready students and will be of interest to postgraduate students international education administrators and practitioners as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence

International Graduates Returning to Vietnam Lien Pham, 2019-02-27 This book examines the extent to which studying and living overseas enable returning graduates to enhance their professional work and contribute to community development It assesses the transformative potential that returnees are assumed to have in terms of capabilities and skills acquired through an international education This book is based on a research study on Vietnamese overseas graduates who have returned to Vietnam It examines the complexity of competing aspirations responsibilities identities and cultural dynamics in these returnees professional intellectual and civic environments

Teaching History for the Contemporary World Adele Nye, Jennifer Clark, 2021-04-17 This book brings together history educators from Australia and around the world to tell their own personal stories and how they approach teaching history in the context of contemporary tensions in the classroom It encourages historians to think actively about how history in the classroom can play a role in helping students to make sense of their world and to act honourably within it The contributors come from diverse backgrounds and include experienced history educators and early career academics They showcase both a mix of approaches and democratize and decolonize the academy The book blends theory and practice It reflects on what is happening in the classroom and supports the discipline to understanding itself better to improve upon its practices and to engage in academic discussion about the responsibility of teaching in the contemporary world

The Internationalization of the Academy Futao Huang, Martin Finkelstein, Michele Rostan, 2013-10-25 This volume provides a nuanced empirical assessment of the extent to which the academic profession is internationalized at the beginning of the 21st century It indicates which are the most internationalized academic activities and focuses on specific topics such as physical mobility for study or professional

purposes teaching abroad or in another language research collaboration with foreign colleagues and publication and dissemination outside one's native country or in another language It places the main theme in the wider context of the history of higher education's internationalization It provides explanations on what drives and deters academics from international activity and documents some of the consequences that internationalization has on academic work and productivity This study is based on a survey of 25 000 academics working at higher education institutions in 18 countries and Hong Kong on five continents Comparing data from the 1992 Carnegie International study to the 2007 CAP survey relying on respondents' perceptions of change and comparing different academic generations it offers valuable insights on changes in the internationalization of the academy

The Political Economy of Educational Reforms and Capacity Development in Southeast Asia Yasushi Hirosato, Yuto Kitamura, 2009-02-07 Yasushi Hirosato and Yuto Kitamura Developing countries including Southeast Asian countries face an enormous challenge in ensuring equitable access to quality education in the context of deepening globalization and increasing international competition They must simultaneously meet the goals of Education for All EFA at the basic education level and of developing a more sophisticated workforce required by the knowledge based economy at the post basic especially tertiary education level To meet this challenge developing countries need to reform renovate their education systems and service deliveries as an integral part of national development However most of them have not yet fully developed the individual institutional and system capacities in undertaking necessary education reforms especially under decentralization and privatization requiring new roles at various central and local or public and private levels of administration and stakeholders Provided that an ultimate vision of educational development and cooperation in the twenty first century would be to develop indigenous capacity in engineering education reforms this book analyzes the overall education reform context and capacity including the status of sector program support using the sector wide approach SWAp program based approach PBA in developing countries We also address how different stakeholders have been interacting in order to promote equitable access to quality education particularly from the perspectives of capacity development under the system of decentralization

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