



***Reflections
on the past, present and
future
of internationalizing higher
education***

**Discovering opportunities
to meet the challenges**

Major issues

1. Expelling Chinese
2. German re-education
3. GARIOA in Japan
4. Cultural revolution
5. Two Chinas
6. East-West Exchanges
7. Hostage crisis
8. Nigerian student
9. Development projects

1. The 60's
2. McCarthy period
3. Growth of Higher Ed
4. World crisis of Educ
5. Human rights
6. Int'l Ed. Act of 1966
7. Reagan & Fulbright
8. Japan bashing
9. CAFLIS

What has changed

- **V.P. – Dean**
- **Strategic initiative**
- **Regents**
- **42 courses**
- **study abroad**
- **int'l students/scholars**
- **more public discourse**
- **Middlebrook Hall**
- **Student initiatives**
- **Funds for research**
- **CARLA**
- **Business model**
- **some public interest**
- **explosion of literature**
- **explosion of knowledge**
- **national commissions**
- **new intellectual paradigms**
- **global interest**
- **no longer US dominance**
- **explosion of learning needs**
- **knowledge community**

What has not changed

- 1. Lack of continuity**
- 2. Collection of projects**
- 3. Still in minority**
- 4. Focus on individual effort**
- 5. Public silence**
- 6. No end goals**
- 7. Focus on “fixes”**
- 8. Soft funds**
- 9. Faculty governance:
missing in action**
- 10. Inflexible curriculum**
- 11. Student responsibility**
- 12. Silence on grad. education**

Five assumptions

- 1. Global changes are unprecedented, drastic and unpredictable**
- 2. All education will have to become global in the future**
- 3. Present modular system based on Liberal and General Education not adequate to meet the challenges**
- 4. Culture is at the core of global education**
- 5. International Education is leadership driven – on all levels of complexity**

Assumption 1

Challenge #1

What kind of educational change is needed to meet this challenge

Opportunity #1

- Address int'l education as its own system**
- Help students know what there is to know**
- Gain cooperation, remove overlap, avoid jurisdictional disputes, restore trust, save funds, accelerate learning**



***Systems
perspective***

Where does Int'l Education Live?

In curricular programs:

International Studies/Relations

Area Studies

Foreign languages

Academic disciplines

In non-curricular programs:

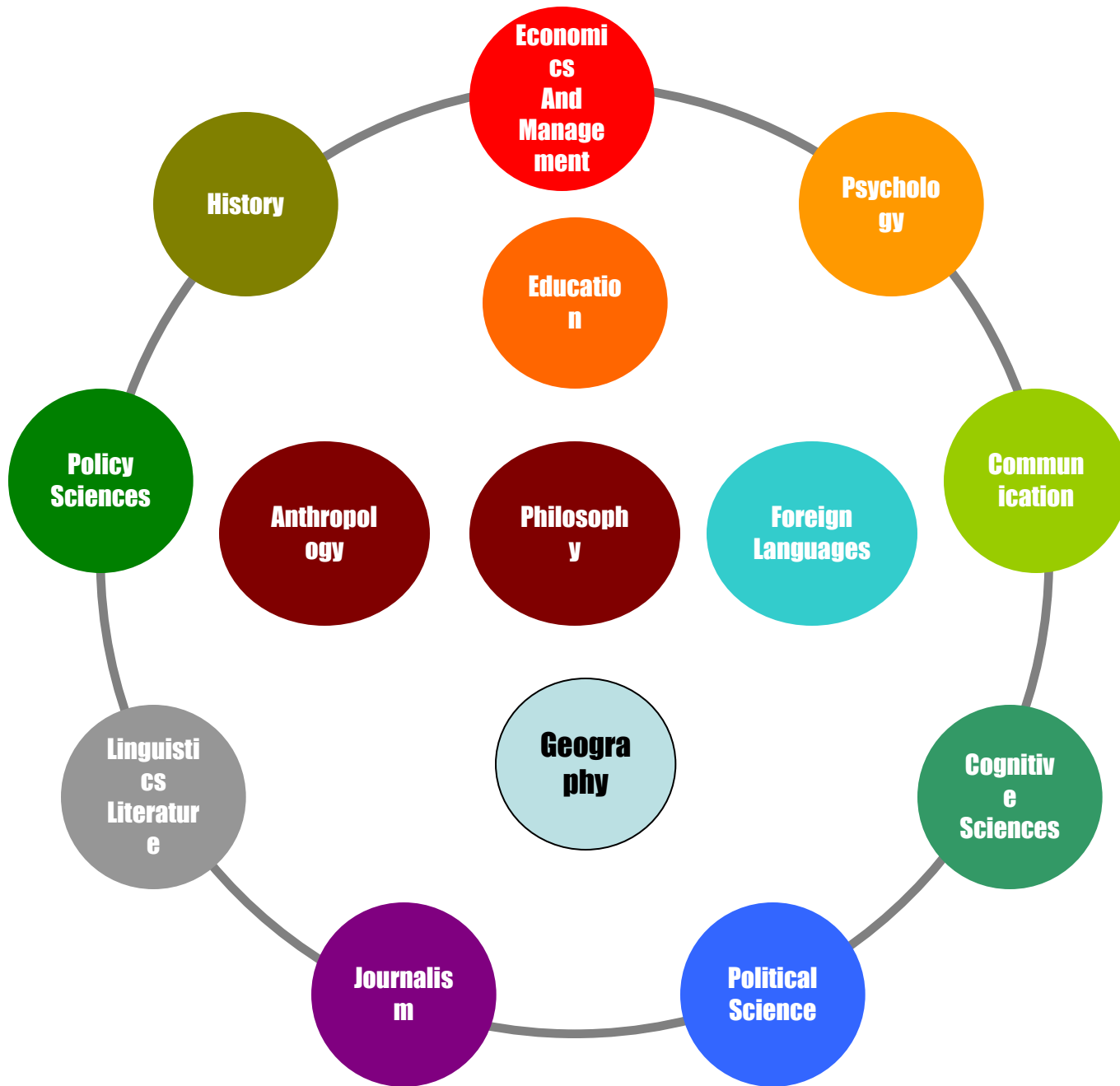
Student and Scholar exchanges

Dev't programs, linkages, off-shore

Administration, governance, costs, policies,


“ethos” - environment

International Education in the Mainstream of Defining Disciplines



Systems thinking

Systems thinking is a conceptual framework and body of knowledge and tools that have been developed over the past 50 years to help us understand and make full pattern clearer, and to help see when change within the system happens.



Assumption #2

Challenge #2

What kind of change and reform might be needed

Begin with helping people develop “global mindset” – DISPOSITIONS

Opportunity #2

Helps to identify barriers based on negative mindsets

Promotes “connectedness” and integration

Basis for motivation – neglected

Pre-condition for disciplinary and professional learning



***Mindsets as
pre-dispositions***

Nature of mindsets – perceptions, “epistemes”

- Based on mental models people create – “implicit theories”
- developed over period of time
- held firmly and consistently
- difficult to change
- Joan Gore’s work on study abroad
- studies of perception
- identify these mental models as variables
- frames are like lenses on camera
- most often based on culture
- people know more than can explain

Mindsets as barriers

- Int'l education is too expensive*
- Int'l education is at expense of domestic*
- We already have the best universities, strategic planning, we have int'l education*
- If I do this for int'l I have to do it for everybody*
- Globalization nothing new*
- Regents would not approve*
- Legislature would not approve*
- We have to educate our own first*
- Study abroad is for rich white women or for sissies*
- I don't need it – will stay here all my life*
- I already know how to communicate, compare, analyze, solve problems*
- I read, watch TV, follow news, so get global perspective*
- I teach for technical competence*
- Classroom is where the real learning happens*

Mindsets - continued

- I am not interested in this culture stuff, my focus is on policy
- Everybody wants what we teach
- It must be universally valid
- Make it simple stupid
- *There is no groundswell for it*
- *There is no central leadership*
- People are people everywhere
- Anti-Americanism is just envy of our success
- Teaching subject-matter includes intellectual skills
- Too much to keep up with in my own field
- There is enough in the curriculum – it is their responsibility
- Globalization is erasing cultural differences
- Business is business, profit is profit everywhere
- Think globally – act locally

Global mindset

Global mindset is a metacapability typified by two corresponding facets: an inclusive cognitive structure that directs attention and interpretation of information and a well developed competence for altering and revising this cognitive structure with new experiences.

Maznievski, M. L. & Lane, H. W. (2004)

Shaping the global mindset: designing educational experiences for effective global thinking and action.

On N. Boyacigiller, R.M. Goodman & M. Phillips (Eds).

Crossing cultures: Insights from master teachers.

London: Routhledge

Ethnocentrism is a taken-for-granted belief that one's own cultural values and practices are the standards by which all other cultures and societies should be judged.


**Timothy C. Lim (2006)
Doing Comparative Politics**

Assumption #3

Challenge #3

How to reform modular curriculum based on scope and learning readiness on all levels, especially graduate level

Opportunity #3

- **Become pioneers with new ideas based on knowledge and intellectual skills**
 - **Integrate formal curriculum with non-formal education**
 - **Re-examine study abroad and international student programs**
 - **Identify negative mindset as barriers to internationalization**
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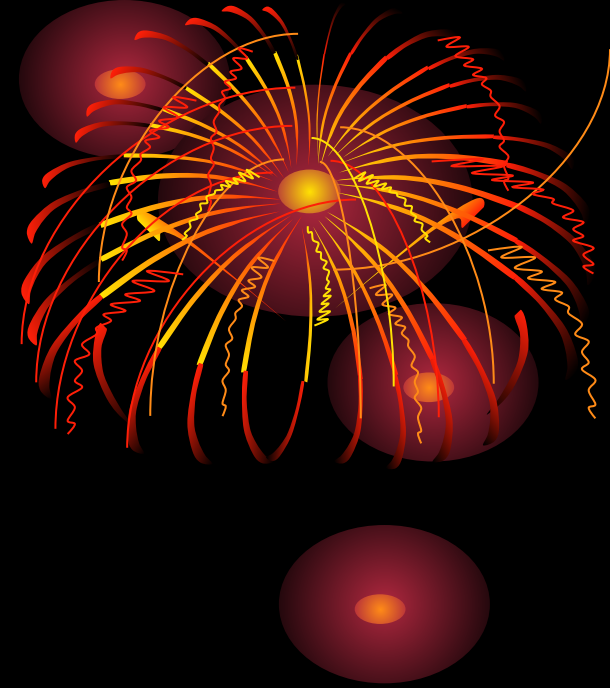
Curriculum

Related concepts

- **Learning, cognition**
- **Teaching**
- **Knowledge (production, dissemination, utilization)**
- **Subject, process, intellectual skills**
- **Competing theories, paradigms:
Liberal, General, Development,**
- **Mindsets**
- **Experiential learning**

Learning and teaching

- **information processing theory**
- **small “door” to the brain**
- **short time to process new info**
- **when new info does not fit**
- **brain favors similarities**
- **brain favors modular learning**
- **different ways of knowing**
- **importance of prior learning**



**It is easier to move a cemetery than to
change the curriculum**

Woodrow Wilson

Definition of curriculum

Curriculum is the external manifestation of an underlying conceptual system about a) nature and structure of the subject-matter that is being taught, b) students' conceptions (sometimes preconceptions or misconceptions) of that subject-matter and c) mechanism of cognitive change, i.e. learning and development.

Sidney Strauss in
Routledge International Companion to Education
2000

Features of the curriculum

- **specified curriculum**
- **enacted curriculum**
- **experienced curriculum**



Classroom dynamics and characteristics

- **“covering” the material – in chunks (categories)**
- **multi-dimensionality**
- **everything happens simultaneously and immediately and unpredictably**
- **transparency**
- **preparing students for exams**
- **teaching for clarity and understanding**
- **identifying special needs of students**
- **gaining respect from students, peers, administrators,**
- **grading and assessing progress**

Tendencies to simplify:

- **Short-term perspective, more emphasis on classroom activities than educational goals**
- **not taking account of learning outside the classroom**
- **simplify learning differences among students to “general abilities” e.g. “A” student, “B” student**
- **practicality of classroom situation, little knowledge about pedagogical research**
- **students simplify also**

***Out of class curriculum
(Non-formal, implicit
learning)***



Major criticism of Exp. Learning:

- **Culture-bound (individualistic, “doing personality” relationships, pragmatism)**
- **provincial – focus on local communities**
- **little att’n to second order of cognitive skills**
- **neglects subject-matter – process oriented**
- **Kolb’s stages not supported by theories**
- **learning cycle too simplistic, neglects other variables e.g. goals, motivation, choices, decisions**
- **does not explain how transfer of learning occurs – if it does?**
- **weak to explain how thinking leads to action**
- **many so-called internships – just field trips**

Implications for learning

- **what we know depends on questions asked**
- **similarities and differences between cultures – not symmetrical**
- **similarities and differences within cultures**
- **Japan; Islamic conservatives; Buddhist; communist**
- **internationalize journalism, education**

Implicit learning

- **Is sub-conscious learning**
- **sub-conscious mind does not think – lacks self-reflection**
- **there is no sense of time**
- **cannot distinguish between positive and negative input**
- **cannot tell between real and imagined experience**
- **how to “convert” implicit to explicit**

- **All knowledge contains thinking (intellectual) competencies**
- **There are more intellectual skills than critical and analytical thinking**
- **Other intellectual competencies needed in global education**
- **All of them are culturally influenced**
- **Most cognitivists consider them as being “universal”**

Assumption #4

Challenge #4

How to teach about “*culture*” at the core of int’l education

How to integrate “*culture*” with other disciplines

Opportunity #4

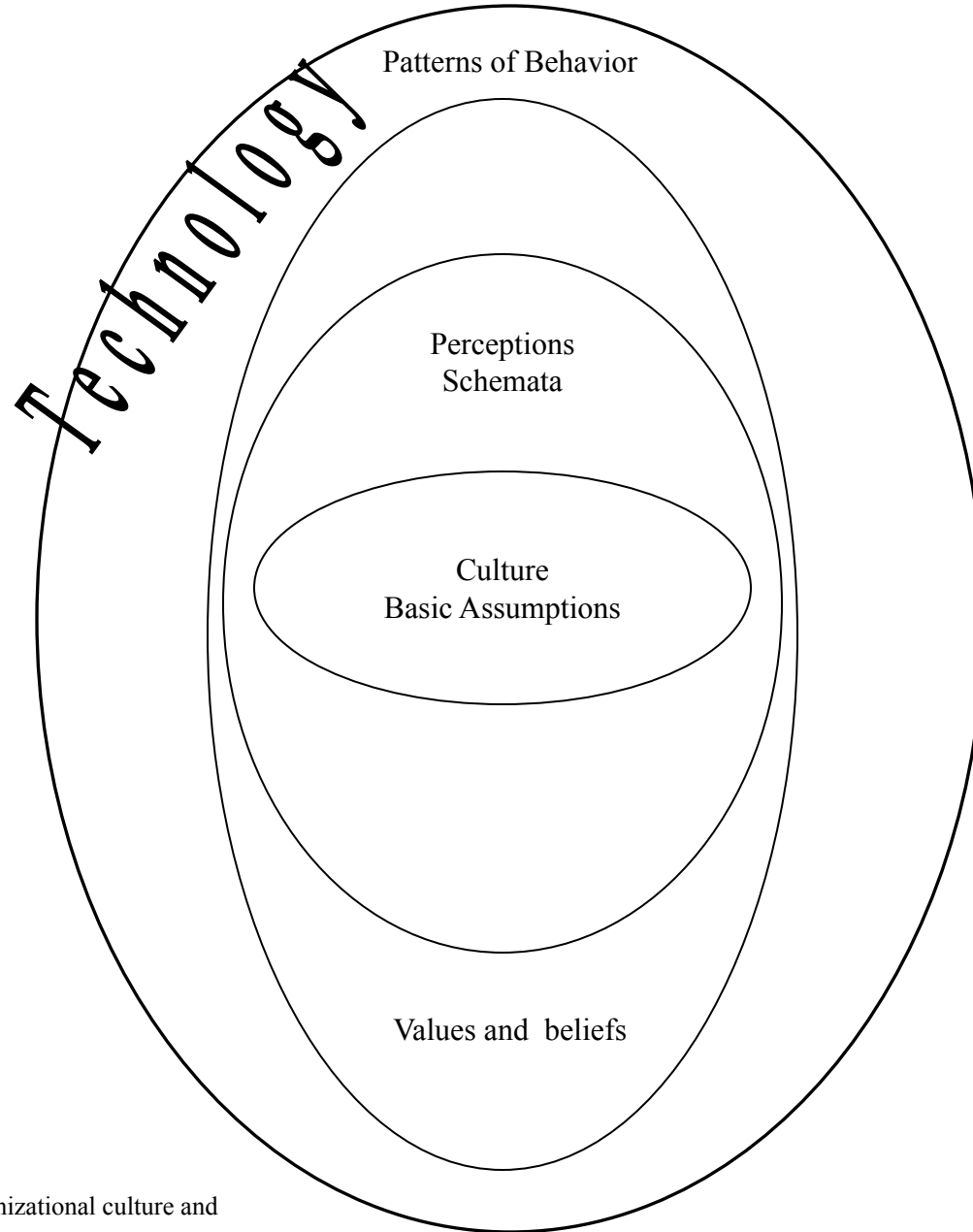
Pioneer new approaches to understand how our culture determines what we know about others

And vice versa – how other cultures influence what they know about us

Important implication for foreign policy, intelligence, media, business, and all the analysts

Culture

Culture at the core



Assumption #5

Challenge #5

How to organize to affect maximum results
Centralized? Decentralized? Vertical or
horizontal? On what levels of complexity?

Opportunity #5

- *Pioneer new approaches to implementation
- *Develop long term strategic plans with monitoring and evaluating targeted outcomes
- *Pioneer in development of new concepts for administration of int'l education
- *Explain the profession as third order of discourse

Leadership

Suggested criteria for evaluation of successful programs

Based on Trice, Harrison M. and Beyer Janice M. (1996) CHANGING ORGANIZATIONAL CULTURES. In Shafritz, Jay M. and Ott, J. Steven, Eds. Classics of Organizational Theory. 4th Ed. New York: Harcourt Brace. pp 473-485.

1. PERVASIVNESS

Proportion of organizational activity devoted to this dimension.

2. MAGNITUDE

Measure of innovativeness; distance between “old” and “new”

3. INNOVATIVENESS

Degree of creativity, quality of flexibility, connectedness, creation of alternatives, learning synergy

4. DURATION

Sustainability over significant period of time.

Functions and skills of Int'l educators

- **Manage global programs simultaneously around the world**
- **Deal with high level gov't officials, U.S. and foreign**
- **Establish relationships of trust**
- **Negotiate agreements, meanings, identities, roles and occasionally behavior**
- **Are sensitive to other cultures, know how and what to ask in different cultures**
- **Network with many clients and constituencies**
- **Conceptualize study, teaching and research abroad for US foreign scholars**

Cont'd

- Practice cultural diplomacy on behalf of their institutions and countries
- Are “detectives” working to break the cultural codes of own and other cultures
- Interpret U.S. life and culture to others and other cultures to U.S.
- Develop distinct knowledge about the world (beyond int'l relations scholarship)
- Have unique skills of CC communication
- Understand Int'l Ed. as system with its politics, economics, psychology, philosophy, ethics, etc
- Balance global and local needs

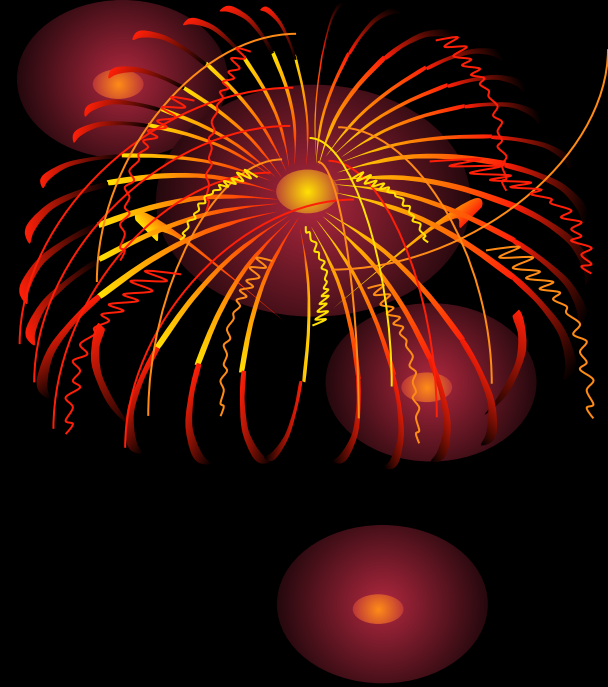
Cont'd

- Function at high levels of cognitive complexity
- Appreciate the contributions of other academic disciplines
- As managers of a system produce the cognitive multiplier effect
- Maintain multiple linkages and networks
- Have direct contact with as many as half a dozen other cultures daily
- Lobby, manage change, transfer of knowledge, conflicts,
- Recruit students and scholars
- Raise funds, apply for grants

Rethinking the role of int'l students

- Real laboratory of int'l relations
- Confront our sense of "global citizenship"
- They see of through a double lens
- Their adjustment similar to ours to the world
- Do they provide "ambiance"?
- Are they "insiders" or "outsiders"
- Do they participate in classrooms
- They have advantages: meta-learning, incidental learning, complexity, cultural insights, creativity

***Last
Thought
Before
The
Curtain
falls***

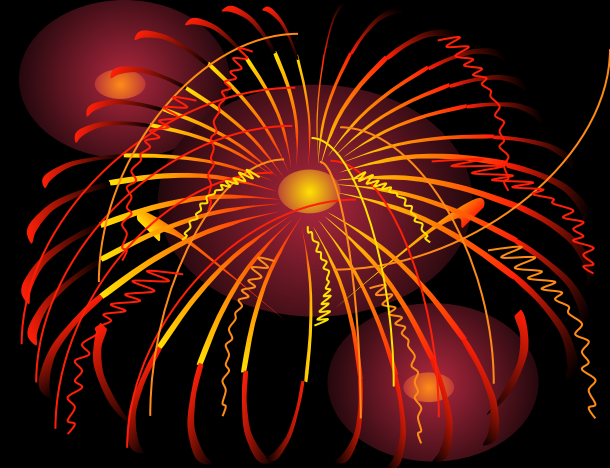


***There is
no limit to
learning***

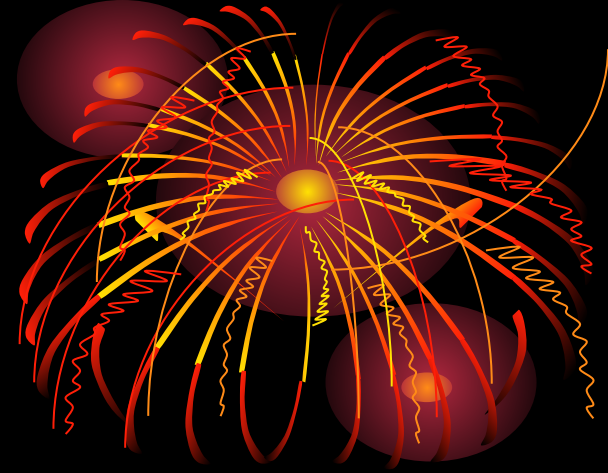




***The rich get
richer
(cognitively and
conceptually)***



***Do not let international
education be the silent
scream that nobody
hears***



Thank you