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Author

HAIGH, Martin

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Abstract

The evolving narrative on internationalisation in higher education is complex and multi-layered. This overview explores the evolution of thinking about internationalisation among different stakeholder groups in universities. It parses out eight coexisting layers that progress from concerns based largely upon institutional survival and competition to those based on community, citizenship and ways of being in the world. These are: (1) recruiting international students; (2) teaching international students; (3) growing the international enterprise university through the competitive recruitment of international staff and students; (4) compliance with standards set by international accreditation agencies; (5) 'internationalisation at home', which means internationalisation of the curriculum for local learners; (6) education for global citizenship; (7) connected e-learning; and (8) education for planetary, whole-Earth, consciousness. Problems of leadership and policy development arise from the necessity to engage with the whole structure as well to communicate with each layer in ways that resonate with its own priorities. The structure aligns closely with the 'spiral dynamics' model for the management of organisational change, which is commended. (HRK / Abstract übernommen)