

29.7.2024

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Title

World-travelling : a framework for re-thinking teaching and learning in internationalised higher education / Vivienne Anderson

Publication year

2014

Source/Footnote

In: Higher education. - 68 (2014) 5, S. 637 - 652

Inventory number

37162

Keywords

Ausland ; Neuseeland ; Studenten, Studium, Lehre ; Internationalität ; Mobilität

Abstract

In an era of unprecedented student mobility, increasingly diverse student populations in many national contexts, and globally interconnected environmental and social concerns, there is an urgent need to find new ways of thinking about teaching and learning. Static assumptions about so-called 'Western' versus 'non-Western' teaching and learning approaches or 'local' versus 'international' students are inadequate for responding to the complex histories, geographies and identities that meet and mingle in our higher education (HE) institutions. In this paper, I use María Lugones' 'world-travelling' as a framework for discussing international and New Zealand women students' reflections on teaching, learning and transition in New Zealand HE. I conclude with some suggestions as to what effective pedagogy might look like in internationalised HE if we think beyond culturalist them-and-us assumptions and recognise students' complexity. (HRK / Abstract übernommen)

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