

Internationalisation of Higher Education: Issues within and beyond the practice

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Internationalisation (associated activities):

- International development aid
- International school movement
- The time of quantity
- Academic staff mobility
- Expanding educational access

Interview data

- (1) 'A Comparative Study of Leaders' Strategies in the Global Environment' (Indonesia *UI*, Australia *ANU*, Malaysia, Japan, Canada, and Thailand)
- (2) Selected readings into the Indonesian and Australian research and literature on internationalisation of higher education
- (3) Research findings on 'A study of academic staff perspectives on internationalisation and international students and intercultural learning'

Selected aspects of internationalisation

- Trend in internationalisation of higher education
- Internationalisation of the curriculum
- Internationalising academic staff
- Internationalisation at student level
- Issues beyond the practice of internationalisation

Trend in internationalisation of higher education

Increasing outward movement of staff and students either temporarily and permanently

While there was a broad potential for brain gain in Australia as a result of trends in the mobility of staff and students, the issue of brain-drain is beyond the control of Indonesia

Frankly speaking Australia is very active in seeking consumers from Asian countries. There are qualified people that migrate overseas. This means that not many qualified people are left. Those who finish their studies overseas should go back home and develop what they have got from overseas in their home countries.

Internationalisation of the Curriculum

A narrow conception :

‘inducting international students into the expectations of western teaching methods, classroom behaviour and assessment practices’

A broader conception has been suggested which includes:

‘a curriculum for all students to prepare them for living and working in an internationalised, multicultural world’

Indonesia:

- to maintain local and cultural identity was of primary concern in designing internationalised curriculum

Australia

- to design the curriculum which are more internationally relevant to respond to a more diverse student population.
- to design activities so as to promote intercultural learning

Internationalising academic staff /values and behaviour

The notion of *cosmopolitanism* as a foundation for a ‘whole-of-person’ approach to teaching in environment characterised by significant diversity.

‘being accepting of cultural differences, and knowing something of other cultures have a pivotal place in internationalisation at the level of the individual teacher ‘ (Sanderson , 2008: 282)

How educators enhance their global competencies and intercultural communication skills so they can better educate students in our increasingly diverse society is *a key issue* in internationalisation of higher education within the Australian context

Internationalisation at student level

Australia

Institutions strive to help local students to internationalise by providing a learning environment that values differences

Indonesia

Providing better quality of education by empowering students through overseas studies

Issues underlying practice

The importance of having a coherent value and shared beliefs and a unified way of thinking among staff in conceptualising and implementing internationalised programs

A strong commitment to traditional ways of working and established pedagogies and structure and the management of thinking, fully dominated by western influences.

With the concept of ‘west is the best’ educators tend to stick to tend to ignore the significance of cultural variations in education policy and teaching practice.

Responses to internationalising the curriculum:

- as negative and inappropriate, stating that it restricts the scope of teaching and therefore damages the integrity of the discipline
- benefits and argue for the need for an internationalised curriculum. For these staff, to broaden students' global knowledge and to enable them to survive in the global market is of paramount importance

	Indonesia	Australia
• <i>Mobility</i>	Outward mobility (brain-drain)	Inward mobility (brain-gain)
• <i>Internationalisation of the curriculum</i>	Maintaining local and cultural identity	Integrating international element in the teaching
• <i>Internationalisation of staff</i>	Enhancing skills in teaching and research	Enhancing cultural sensitivity and competence
• <i>Internationalisation at student level</i>	Providing better quality of education (study abroad)	Helping local students to value differences
• <i>Issues underlying practice</i>	Coherent values and shared beliefs	Coherent values and shared beliefs

Reflecting on your overseas experience

To what extent is your endeavour

- to integrate into the local culture/people?
- to network/collaborate with staff and students from other nationalities?
- to produce papers for international publication (sole papers, co-author with supervisors or other colleagues)?
- to attend international local and conferences?