Globalization and Internationalization in Higher Education: 
Issues, Trends, and Perspectives for the Future

Description

Over the last half century, the forces of globalization have impacted nearly every facet of modern life, profoundly affecting the ways in which we communicate, travel, and do business around the world. The field of higher education has been similarly affected by these worldwide trends: today, more students than ever before will study at a higher education institution outside of their national borders (either in person or online), academic research is increasingly cross-national, and global for-profit universities are creating worldwide networks of colleges and universities to increase their competitive edge. In this increasingly globalized world, higher education professionals must be well-versed in issues of international higher education, and prepared to operate in educational environments across borders and cultures.

This course is meant to serve as a broad introduction to contemporary issues and theories in global and cross-border higher education, and is designed to serve as an introduction to these topics for higher education professionals. The term is roughly divided into four conceptual sections, designed to address and investigate: (1) current theories in globalization and internationalization of higher education; (2) the movement of people across the global higher education space; (3) the role of place in global higher education, particularly in the realm of cross-border higher education; and (4) future models and outlooks for this field.

Readings

The foundational text for this course is Ben Wildavsky's The Great Brain Race: How Global Universities Are Reshaping the World (Princeton University Press, 2010), which each student should purchase in hard copy or e-book form. Including the Wildavsky readings, each week students will be assigned approximately 50-80 pages of reading, which should be completed before the week’s class session. Students should come to class familiar with the readings and prepared to engage in thoughtful discussion about their content. In addition to the course readings, some weeks will also include discussion of a case study—students should carefully review the materials listed under each case, and come prepared to discuss the case within the context of the broader topic of the week.

Interested students may also consider referencing the following full texts, chapters of which appear in the required readings throughout the term:

Course Assessment

In-Class Participation – 20%
Students are required to attend every class session and serve as an active participant in class discussions, as much of what will be learned in this course will stem from discussions among the members of this course. Understanding that not all students may feel comfortable speaking up in class discussions, participating will be measured on quality, not quantity of in-class participation; in addition, students’ demonstrated familiarity with the class readings will also be incorporated into this assessment.

Web Forum Participation – 20%
Students are required to participate in a discussion forum on the course website—throughout the term, students are required to post a minimum of three unique 100-150 word posts on the site, as well as three or more responses to other students’ posts. This online forum will allow students to think, write, and communicate with the class about a variety of topics that fall under the broad topic of internationalization. In this forum, students could:

- Write short response pieces to the course readings.
- Ask questions or share thoughts that were not voiced in class.
- Share new or breaking news that is relevant to the internationalization of higher education.
- Respond to questions or prompts written by the instructor.

Conference Proposal and Proposal Workshop – 20%
The major project for this course will be a presentation and paper/report to be delivered in a student conference the last week of class, titled Imagining the International Campus: What it was, what it is, and what it could be. Students will be asked to submit a 3-5 proposal either independently or in groups of 2-3 (with the understanding that group work will be expected to be more substantive than individual projects). Students may submit proposals along two “streams”:

- Research proposals proposing a research project on higher education internationalization.
- Practice proposals in which students analyze a particular internationalization strategy or program at their home institution, developing a recommended solution or strategy grounded in the course’s content.

In Week 8 of the course, students will receive feedback on their proposals from the course instructor and in a peer workshop.

Final Project (Presentation and Paper) – 40%
The final project for this course consists of a conference presentation (during the last week of class) and a 15- to 20-page paper, based on the proposal submitted earlier in the term, incorporating feedback from both the instructor and the peer workshop. For group projects, all students will be
expected to contribute to the presentation and paper, and will be asked to describe their contributions in peer and individual assessments.

**Course Schedule & Readings**

**PART I: THEORIES – WHAT IS GLOBALIZED OR INTERNATIONALIZED HIGHER EDUCATION?**

**WEEK 1**  
**Moving Towards a Globalized World.**  
*Objectives*  
To identify and distinguish the ideas of globalization and internationalization, and to situate contemporary challenges for higher education within a larger global context.

*Readings*  


**WEEK 2**  
**Models and Frameworks for Internationalized Higher Education.**  
*Objectives*  
To introduce frameworks for understanding and analyzing internationalized and globalized higher education, which will be used as foundations for the remainder of the course.

*Readings*  


WEEK 3  Why Internationalize? Intended Outcomes of Internationalized Higher Education.

Objectives To explore motivations and rationales for higher education institutions to internationalize, through both current and historical perspectives.


PART II: PEOPLE – WHO “INTERNATIONALIZES” AND WHY?

WEEK 4  Study Abroad in the United States: History and Current Access.

Objectives To introduce the challenges and opportunities of study abroad, with particular emphasis on historical legacies and equity of access to study abroad opportunities.


**Case Study**  
**San Francisco State University**  
SFSU Study Abroad Office Website: http://www.sfsu.edu/~studyabr/index.html  
Explore the website and pay close attention to the following sections: “FAQ,” “Segment III,” “Scholarships and Financing,” “Forms and Handouts.”


**WEEK 5**  
**Recruiting and Supporting International Students in the United States.**

**Objectives**  
*To investigate trends in international student enrollment in the United States, and examine current issues in recruiting and supporting international students at American higher education institutions.*

**Readings**


WEEK 6 Internationalizing Faculty and Research.
Objectives To analyze the effects of increasing internationalization and globalization of higher education on college and university faculty and research.


WEEK 7 Global Rankings and International Competitiveness.
Objectives To think critically about the methodologies and impacts of college rankings, and their effects on university enrollment and competitiveness worldwide.


WEEK 8  Proposal Workshop.

PART III: PLACES – WHERE AND HOW DO GLOBAL UNIVERSITIES APPEAR?

WEEK 9  Branch Campuses: From JHU to NYU’s “GNU.”

Objectives  To explore the history of International Branch Campuses (IBCs) and the outlook of the future of these endeavors as nationalism and economic belt-tightening increases worldwide.


Case Study  NYU’s “Global Network University”


**WEEK 10**

**Other Models of Large-Scale Cross-Border Higher Education.**

*Objectives*

To reflect on the wide range of forms cross-border campuses and programs can take, and to think deeply about the ramifications of different approaches to cross-border higher education.

*Readings*


**WEEK 11**

**Adaptation and Localization in Cross-Border Contexts.**

*Objective*

To explore the impact of local culture on cross-border higher education initiatives, and the implications of these impacts on the “success” of these endeavors.

*Readings*


PART IV: NEW MODELS IN INTERNATIONALIZED HIGHER EDUCATION – WHAT WILL THE FUTURE HOLD?

WEEK 12 The Rise of MOOCs and Online Education – The Internationalized “Campus” of the Future?
Objectives To consider the role of online learning in the internationalization of higher education, and to think critically about the role online learning plays in creating globalized higher education.


Case Study Online Education and the Global Refugee Crisis

MIT Solve Challenge on Refugee Education: https://solve.mit.edu/challenges/refugee-education

Carefully review the challenge overview, and choose one of the selected solutions to examine in more depth (including some limited online research about the solution, past their official “solution” entry).
WEEK 13  Moving Forward: Emerging Models and Outlooks for the Future.

Objectives  To examine innovative models of higher education internationalization, and to consider the impacts of worldwide trends towards nationalism and isolationism on the future of the field of higher education.


Case Study  Minerva Schools at KGI

Begin the case by perusing the “About Us” page on the Minerva website, including the video of Ben Nelson and Stephen M. Kosslyn. Available from https://www.minerva.kgi.edu/about/


WEEK 14  Student Presentations.