

## BORDERLANDS: THE INTERNATIONALISATION OF HIGHER EDUCATION TEACHING PRACTICES

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**EOI Submission deadline: 30<sup>th</sup> September 2020**

Expected publication: Spring 2022

### Background

The history of education is one of creating, sharing and exploiting knowledge. Through the practices of Socrates, St Paul and the scholars of the Indian Rigvedic era, the notion of a *knowledgeable wanderer* aka a mobile academic (White, 2017) who shapes and influences communities through teaching emerges. This wandering scholar becomes increasingly important as borders and boundaries become blurred and virtual citizenship starts to impact on ways of working. Being able to teach seamlessly across cultures and political divides will be critical to ensuring a thriving higher education sector. This book aims to capture the impact of academic mobility on the universality of teaching practices which have been informed by academics' original cultures being modified to align with those of a host culture. Irrespective of any underlying incentives or motives – intellectual, economic and or lifestyle (Kim, 2017; Florida, 2004), issues such as entering existing communities of practice (Xiaoli *et al*, 2010), intellectual isolation (Pels, 2000), cultural dissonances and local-national geopolitical constraints can be an obstacle to effective acculturation and result in educational poverty in terms of compromised diversity and inclusivity.

### About the collection

'*Borderlands: The internationalisation of higher education teaching practices*' is specifically aimed at researchers, practitioners and educationalists. It will consider how inclusivity, diversity, and cultural representation in the curriculum and classroom practices are explored through the eyes of the academics who negotiate complex teaching landscapes either on a temporary or permanent basis. The aspiration for universal nuanced teaching practices which reflect individual and national identities, along with global citizenship which spans geographical and political borders, is presented as a means to instil borderless higher education teaching practices.

### Key themes:

- The opportunities and challenges that international staff can face when teaching outside their home country.
- The utilisation of international academics' expertise in improving both students' learning experiences and academics' classroom practices.
- The 'lived' experiences of international academics working overseas
- The integration and presence of international academics' in host countries curriculum design and content
- Reciprocity and the extent to which international academics influence change when they return home

### Sections and potential sub-chapters

The book includes three thematic sections, in which we are seeking chapters under the broad headings listed below:

#### SECTION ONE: The Geopolitics of teaching identities

*This section reflects on the role that inward and outward international academics play in contextualising learning within the classroom. It also explores the opportunities and challenges that influence the development of global teaching practices. Sub-themes include:*

- a) The role and impact of overseas teaching staff on classroom practice in China
- b) Inwards mobility and internationalisation of learning in the UK
- c) Identity construction amongst African academics
- d) The art of teaching and scholarship in Italy
- e) Students' perspectives and experiences of international teaching practices

## SECTION TWO: A sense of belonging and the lived experiences of academic nomad

*In this section the lived experiences of staff who are engaged in overseas teaching on a temporary assignment basis are considered. This also includes flying faculty, and those staff on short-term international exchange programmes. It also considers how underlying power differences between academics from different cultures are presented in teaching practices. Potential themes include:*

- a) Enabling change through flying faculty
- b) Academic secondments and exchanges
- c) Foreign teachers, expatriates and experts
- d) Cross-cultural teaching in South Africa

## SECTION THREE: Academic transition, from migration to integration

*Having considered the position of international academic mobility in terms of influence and impact on teaching practices in the host country alongside the nature of any relationships that are formed, this final thematic section focuses on the experience of academic staff who have made a permanent move. Issues such as the extent to which the expertise that international staff bring to the host academy is recognised and present in teaching practices is considered and questions about the nature of inclusivity in curriculum design are addressed. Potential sub-themes include:*

- a) Building academic career capital through international teaching activities
- b) Practice transformation through digital transnational education
- c) Inclusivity and innovation in teaching practice
- d) Being present in an internationalised curriculum

## SECTION FOUR: Governments, restrictive policies and academic immobility

*This final chapter focuses on emerging policy and regulatory behaviours which restrict academic mobility and international cooperation and the impact these may have on higher education teaching practices.*

**Chapter format:** 4,500 words maximum (including references) 2 diagrams, illustrations or tables per chapter

### **Selection Process:**

Please submit an expression of interest (EOI) that includes:

- A short abstract (150 – 250 words) outlining how you would develop the chapters you wish to propose. We encourage you to select among the list of the abovementioned topics, however we also welcome novel proposals aligned to the core section themes.
- A cover letter outlining the interest to participate in this project along with a declaration of commitment to the project timeline.

### **Indicative Timeline:**

- EOI submission deadline: 30<sup>th</sup> September 2020
- Full chapter submission deadline: 30<sup>th</sup> March 2021
- Expected publication: Spring 2022
- All chapters will undergo a double-blind peer review process. We are interested in original contributions, so chapters should not be under consideration or previously published.
- The author is responsible for obtaining permission to reproduce any third-party material that is used.
- Language proof-reading is the responsibility of the author.

**Please send chapter proposals and or manuscripts to all of the editors by noon (GMT) 30<sup>th</sup> September 2020:**

1. Deborah Lock, University of Lincoln (UK) [dlock@lincoln.ac.uk](mailto:dlock@lincoln.ac.uk)
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## Useful readings:

- Altbach, P.G., Reisberg, L. and Rumbley, L.E. (2009) Trends in global higher education: Tracking an academic revolution. *UNESCO Conference on Higher Education*. Available from <https://unesdoc.unesco.org/ark:/48223/pf0000183168> (accessed June 2020)
- Fernando, W.D.A., and Cohen, L. (2016) Exploring career advantages of highly skilled migrants: a study of Indian academics in the UK. *International Journal of Human Resource Management*. 27: 1277-1298
- Florida, R. (2004) *The rise of the creative class*. New York: Basic Books
- Kim, T. (2017) Academic mobility, transnational identity capital, and stratification under conditions of academic capitalism. *High Education*. 73:981–997
- Lawson, C., Salter, A., Hughes, A. and Kitson, M. (2019) Citizens of somewhere: Examining the geography of foreign and native-born academics' engagement with external actors. *Research Policy*. 48: 759-774
- Mason, C. and Rawlings-Sanaei, F. (2014) *Academic migration, discipline knowledge and pedagogical practice. Voices from the Asia-Pacific*. New York: Springer
- Pels, D. (2000) *The intellectual stranger*. London: Routledge
- Siekierski, P., Corriea Lima, M. and Mendes Borini, F. (2018) International Mobility of Academics: Brain Drain and Brain Gain. *European Management Review*. 15: 329-339
- Thomson, P. (2014) Life as an international academic: It can mean feeling torn in two. *The Guardian Newspaper* Thursday 14<sup>th</sup> August.
- Vandeyar, S., Vandeyar, T. and Wissing, A. (2019) Portrait of a female sojourner academic: reconstructing professional identity in a xenophobic context. *African Identities*. 17 (3-4): 225-240
- White, D. (2017) *Teacher of Nations. Ancient Traditions*. Germany: De Gruyter
- Xiaoli, J., Di Napoli, R., Borg, M., Maunder, R., Fry, H. and Walsh, E. (2010) Becoming and being an academic: the perspectives of Chinese staff in two research-intensive UK universities. *Studies in Higher Education*. 35 (2): 2155–170