Theme 05: Identifying the literature

Identifying themes in literature

To help you select a focus and identify gaps in research, you will need to identify themes in existing literature.

**Task 1**

You are going to read extracts from eight sources on the topic ‘The internationalisation of higher education in the UK’. Which of the themes below do you think will be mentioned?

multiculturalism curriculum the student experience

defining internationalisation teaching approaches money

intercultural competence globalisation university ranking

Can you think of any other themes?

**Task 2**

Skim read the eight extracts and tick the themes which are mentioned.

Read the sources again more carefully. You can see that ‘defining internationalisation’ is a theme which occurs in several sources. It has been highlighted in yellow. Using other colours, highlight the following themes in the same way:

* The student experience
* Teaching approaches / ideas
* Multiculturalism

Can you identify any other themes? Highlight them where they occur in the texts.

Sources

**Text 1**

**Hyland, F., Trahar, S., Anderson, J. and Dickens, A. (2008) A changing world: the internationalisation experiences of staff and students (home and international) in UK higher education, Bristol and Southampton: Higher Education Academy**

This paper presents research exploring how staff and students view internationalisation and how an internationalised curriculum might be regarded by different disciplines. It addresses what is meant by ‘internationalisation’ and ‘internationalising the curriculum’; how it has influenced teaching and learning and what challenges and successes have been experienced. Staff and students describe various techniques and strategies for creating inclusive learning environments and staff discuss the challenge of meeting the needs of culturally diverse groups. Both groups of participants refer to how far we still have to go in encouraging some students to break out of their familiar cultural groups to socialise cross-culturally. Many suggestions are offered to improve internationalisation. These include staff development, practical help for international students in areas such as finance and accommodation, improved induction and asking for student feedback.

**Text 2**

**Jones, E. (ed) (in press for Autumn 2009) *Internationalisation and the student voice: Higher Education Perspectives*, London: Routledge**

Contributions to this volume originate from diverse countries and engage the reader with the ‘student voice’ on internationalisation in Higher Education. The book acknowledges and learns from students’ views on how they perceive internationalisation and what it means for their learning experience (both positive and negative) in order to understand how we, as Higher Education practitioners and institutions, can enhance the experience of internationalisation for future students.

**Text 3**

**Dunn, L. and Wallace, M. (eds.) (2008) *Teaching in Transnational Higher Education* London: Routledge**

Engaging with students and teachers *Teaching in Transnational Higher Education* serves as a forum for debate on topics such as: the modification of teaching to adapt to the needs of diverse students; the use of technology in the classroom; the view of higher education as a marketable service; the importance of cultural awareness and understanding in a transnational classroom and the complexities of assuring quality education across borders.

Chapters discuss teacher perspectives on, for example the growth of transnational higher education in the UK, the implications of intercultural dialogue and understanding for teachers, teaching and learning in the transnational classroom, dealing with student plagiarism in transnational teaching, and training of new transnational teachers. Perspectives on learning include for example, the internationalisation of the undergraduate curriculum, international outcomes through groupwork and the professional doctorate in transnational higher education.

**Text 4**

**Savicki, V. (ed.) (2008) *Developing Intercultural Competence and Transformation: Theory, Research and Application in International Education*, Sterling, VA: Stylus**

This book focuses on changes in motivations, attitudes, self-identity and values which are the potential outcomes of international education which embraces experience abroad. The goal is to give solid substance to the growth and transformation approach to study abroad. The central concept of intercultural competence is defined and set within the framework of transformative learning theory. Ideas and strategies for facilitating development of intercultural competence presented here go beyond traditional emphases on the achievement of formal skills. Educators who embrace international experience as part of their curriculum are provided with a theoretical framework and examples of practice to craft more meaningful activities that will make a long-term difference in the quality of student experiences, and set the stage for transformative change.

**Text 5**

**Jude Carroll and Janette Ryan (2005) *Teaching International Students – Improving Learning for All*, London: Routledge**

This is a ‘how to do it’ textbook providing a wealth of insight for university teachers operating in the multicultural environment in the UK. The volume contains 16 chapters divided into three parts: Cultural Migration and Learning; Methodologies and pedagogies; and Internationalising the Curriculum. The first section of the book concentrates on cross-cultural issues, examining the cultural beliefs of lecturers, home students and international students, and identifying ways that this 'cultural capital' is transforming HE in the UK. Part 2 looks at practical ways in which lecturers can adapt what they do to reflect the increasingly diverse student population, including sections on academic writing skills, group work and postgraduate supervision. The final section looks at programme and institution level actions. Several themes run through the book. First, the editors hold the view that improving the learning experience for international students is to the benefit of all students. The second theme is a rejection of the deficit view of international students. The third theme links to the inclusive view of culture, arguing that lecturers should use the experience and knowledge that international students have to create new learning contexts and opportunities that add value for all groups.

**Text 6**

**Caruana, V. (2008) Internationalisation of higher education: Globalisation discourse, institutional strategy and curriculum design in O’ Doherty, E. (ed.) Education in a Changing Environment: Conference book, volume 4, Informing Science Press: 3-21**

This book chapter discusses the influence of globalisation on working definitions of internationalisation in HE and notes an emerging consensus which challenges traditional approaches. The chapter goes on to discuss meanings attributed to internationalisation of the curriculum, internationalisation at home, global citizenship and Education for Sustainable Development. Useful guidance is provided in the context of curriculum models that challenge stereotypes and develop inclusive teaching, learning and assessment practices.

**Text 7**

**Knight, J.( 2004) Internationalisation remodeled: definition, approaches and rationales *Journal of Studies in International Education* 8 (1): 5-31**

This article studies internationalization at institutional and national/sector levels since the national/sector level is influential in terms of policy, funding, programmes and regulatory frameworks and it is at the institutional level where the real process of internationalisation takes place. Analysis draws out meaning, definition, rationales and approaches of internationalization and examines the dynamic relationship between these two levels of analysis. Key policy issues and questions for the future direction of internationalization are identified. Although of Canadian origin, there are many parallels with the UK context.

**Text 8**

**Qiang, Z. (2003) Internationalization of Higher Education: towards a conceptual framework *Policy Futures in Education* 1 (2): 248-270**

This article maintains that since HE has now become a real part of the globalization process embracing the cross-border matching of supply and demand it can no longer be viewed in a strictly national context. This calls for a broader definition of internationalization, which embraces the entire functioning of HE and not merely a dimension or aspect of it, or the actions of some individuals who are part of it. In seeking to provide the conceptual and organizational framework of internationalization of Higher Education, included is a discussion of the meaning and definition of the term, a description of the various rationales for and approaches to internationalization, and an analysis of strategies of integrating international dimensions in an HE institution. Of Canadian origin, but some UK parallels.

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| Choose an item. | AL3 |
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