Chapter 6
Critical Teaching and Learning Issues in International Education

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ABSTRACT

This chapter focuses on a limited compilation of literature with attention to the issues in critical teaching and learning within the international education milieu. The approach taken in this chapter is that of a conversation with particular interest directed to the question of what might constitute an appropriate teacherly and learner response to challenges they may face in the international educational schema. The chapter not only illustrates the tasks of internationalized education but also contributes to a collective exchange of the complexity of this phenomenon and its threats to teaching and therefore learning in the now. The exponential expansion of new technologies, the inception of an increasingly mobile society, and the marketization of knowledge in Thomas Friedman's (2007) Flat, the globalized world has fanned the already fiery demands for teaching and learning on the international stage (as cited in Tubbah & Williams, 2010).

CRITICAL TEACHING AND LEARNING ISSUES IN INTERNATIONAL EDUCATION

This chapter has two purposes. The first is to review a limited selected literature on teaching and learning challenges in international education and the second purpose is to propose future research into creating a sustainable international educational platform. Although this chapter has identified five issues, the focus of teaching and learning and its relationship to international educa-

tion will be treated as a generic activity, and the emphasis is not ascertain to specific disciplines in international education.

The chapter interprets what constitutes issues in response to the complexity of the gradual exposure of borderless education with respect to challenges affecting teaching and learning. According to Smith (2000) what remains to be explored more specifically are the tensions between the international processes and the conduct of teaching, in particular the question of what might constitute an appropriate teacherly response to globalization in the midst of its unfolding complexity. New challenges to the established traditions of

international education are already visible, but to date, their cumulative impact and potential has not been coherently articulated in a framework related to the priorities emerging within the 21st century (Crossley, 1999).

HISTORICAL CONTEXT

Historically the voices of teachers are ignored in the globalization process because they are seen as just citizens who put into effect what others decide. Teachers are simply civil servants who deliver other people's mail (Smith, 2000). Therefore, having said that, the emergence of the global network has created a need to study the changing mandates of teaching and learning under the influence of this phenomenon. Smith (2000) posits that throughout all periods of history, education and teaching have had their role to play, as those in power have sought to secure the present into the future through the minds of the young. Globally the old and new orders are dying and rising, coincidentally all the while that there is no one interpretive frame, no common grammar, to hold it all together (Smith, 2000). In the international venue of teaching and learning one might ask if there even needs to be a common frame or grammar. This one simplistic question presents uncertainty and creates tensions for teachers, learners, and educational organizations.

The internationalization of education has roots that extend back to the medieval period in Europe. According to Dolby and Rahman (2008) the best known itinerant scholar was Erasmus of Rotterdam (1465-1536), the philosopher and theologian who lived and worked throughout Europe. Colonialism was also a significant historical factor in the internationalization of education, as the European university model was imposed on colonial subjects in Asia, South America, and Africa beginning in the 18th century (2008).

Between 1884 and 1945, education was chiefly organized for the production of elites at home and abroad, coupled with the training of the masses to serve the machineries of both capital and the state in their particularities of bureaucratic functioning, military development, and technical training (Carnoy, 1974, as cited in Smith, 2000). If the teaching profession was historically the anchor for this type of learning, but is now seen as a capital resource, is education today seen as nothing more than job training? For the sake of argument, we may find ourselves agreeing with Smith (2000) that teachers are finding themselves living in the old and new imaginaries at the same time, and thus a difficult place in which to dwell.

Before World War I, international education in the United States was a loosely organized practice concentrated primarily in church and church-related organizations with occasional study abroad tours organized by universities (Bolen, 2001, as cited in Dolby & Rahman, 2008). In the aftermath of WWI, the Institute of International Education was founded with the mission of promoting international peace and understanding. From thereon, there has been a vast amount of organizations that instituted educational exchanges, created international educational policies and practices, and partnerships, along with private philanthropic institutions such as the Rockefeller Foundation. The Rockefeller Foundation was a key player in the interwar period in creating the groundwork for the expansion of international education (Dolby & Rahman, 2008).

Before WWII, research on teaching was largely a national endeavor. While there was limited research in the international arena, the few scholars working in this area tended to associate themselves with the international research community (Dolby & Rahman, 2008). Dolby and Rahman go on to further state that in the post-World War II era, international research on teaching and international education began to develop as an independent scholarly field (2008).

Meighan (1981) stated that during the period of post - World War II education became heavily commodified, a purchasable "thing" available to the rising middle class under equal access legislation and other forms of "rights" politics (as cited

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