

## ***Educating the Internationalization of Education: Faculty of Education -Western 2020***

The current internationalization of education (IE) movement is embedded in flows of economic globalization and performativity privileging revenue generation, branding, governance through international benchmarking, flexible citizenship, privatization, ‘choice’ and social mobilities. However, the internationalization of education also carries with it more idealist/normative visions and practices emphasizing the *educative* and *cosmopolitan* potentialities. At times, and in particular domains, the pragmatic and idealist visions may find a productive balance; but, in many cases, it appears to an increasing number of researchers, that pragmatic, financial and/or parochial interests over-take the visionary, leading to a whole set of globalized and internationalized educational projects and activities that are neither grounded ethically, internationally nor educationally. Or in some cases, groundings come in reactive fashion, where commitments to quality, equity and reciprocity are espoused but remain largely at the rhetorical level.

*Educating the Internationalization of Education (EIE)* compels proactive and critically-oriented theoretical and practical interventions that challenge the primacy of the pragmatic, the parochial and the instrumental in IE. Opportunities for intercultural engagement and learning via IE are unprecedented in the global era—even in this ‘great regression’ (Geiselberger, 2017). However, the conditions that enable IE also produce significant challenges or ‘short circuits’ to the de-parochializing potential of IE (intercultural dialogue, the opening of minds and the forging of ethical sensibilities and solidarities) as learners engage across political, geographic, disciplinary and identitarian boundaries. EIE presses invited speakers and conference participants to robustly (re)animate *educational* and *cosmopolitan* visions as stakeholders in the IE movement.

To educate IE, then, we might ask...

- What theoretical resources are useful/productive?
- How do stakeholders understand the wider (historical) conditions as well as the distinctive local (institutional) contexts where models of international education manifest?
- What new domains of internationalization are emerging? What might these domains reveal more generally about the uses of education under globalization and de-globalization?
- How does or might research in IE inform the larger project of *educating* the internationalization of education—practically, analytically and normatively?
- How are educators and learners enacting international/global education in school classrooms? How do/might these practices inform IE theories and practices?

The *Educating the Internationalization of Education* conference stretches across 4-days (May 29 - June 1, 2020) before and within the *Comparative and International Education Society of Canada’s* (CIESC) annual program that is a part of the Canadian Congress of the Social Sciences and Humanities. The 2-day preconference will consist of invited keynote speakers and panelists and include time for small-group discussion and extended dialogue. There will also be a call for poster presentations to be included during these first two days. The focus each day will differ, bringing together different invited presenters/speakers that contribute to the overarching theme of *educating* IE. Given that domains of IE are somewhat siloed, we also aim to *bridge* the

multiple domains of IE, connecting stakeholders engaging across the levels of governance, policy, curriculum, pedagogical practices and research.

Day one has a number of invited researchers to begin focused conversations on the domains of *international schools* and the *International Baccalaureate* (IB) to discuss salient analytic registers and research approaches and to support research collaborations. This is an opportunity for invited panelists and interested attendees to better understand these domains of international education that have not traditionally been a dominant focus for academic scholarship, but offer a generative window onto international education and more generally the globalization of education.

The main preconference day, Day 2 of EIE engages the ‘big ideas’ on the progressive and critical desires for education as attuned to *contemporary conditions* and we host a number of featured panels that engage (changing) conditions of the world and their implications for (international) education. Day three has special sessions on the K-12 to teacher education continuum. Day four’s focus is higher education. Invited presenters to EIE are encouraged to also submit proposals and attend sessions in the CIESC program (Sunday-Wednesday) and CIESC presenters are encouraged to come a day or two early to participate in the EIE seminars and discussion groups (Friday-Saturday).

#### *Draft Program Structure*

#### **EIE Day 1, Friday, May 29, 2020:**

**Special sessions on the domains of International Schools and the International Baccalaureate**

#### **EIE Day 2/CIESC Pre-conference, Saturday, May 30**

**Deparochializing Education: Contemporaneity, educational aims, pedagogical tensions**

Keynote: Fazal Rivzi

Invited Panels

Graduate Student Poster Sessions

#### **EIE Day 3/CIESC Day 1, May 31, 2020: Internationalizing K-12 to Teacher Education**

- Policy Contexts
- Research
- Exemplary Practices/Perspectives of Global Education: Leaders, Teacher Educators, Teachers, Students [Invited practitioners and students] + CIESC contributors

#### **EIE Day 4/CIESC&CCHSE Day 2, June 1, 2020: Internationalizing Higher Education**

- 1 invited panel + CIESC contributors