Evidence, Interpretation and Ethos: (Re)Thinking Internationalisations of Higher Education

LESSONS FROM THE ETHICAL INTERNATIONALISATION IN HIGHER EDUCATION (IN TIMES OF CRISIS) (EIHE) CROSS-NATIONAL RESEARCH PROJECT

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Overview

Reflection on EIHE project heuristic and using research heuristics generally

A critical and constructivist approach to defining research heuristics and how they might be used.

Examine internationalisation within HE: mixed methods
  ◦ Social cartography (Paulston, 1999;2000); Social ‘imaginaries’ (Castoriadis 1987)
  ◦ Examples from EIHE data document analysis

Specific context of methods (Charmaz 2014, 1074).
  ◦ Project’s orientation towards global ethics - critical postcolonial and decolonial theory
  ◦ Ongoing/ future work explores diversity and interdisciplinarity of the research group more explicitly
  ◦ Differentiated contexts as a methodological resource in themselves
  ◦ Using heuristics as a generative tool for theorizing and ethical engagement.
  ◦ Critical ambivalence – a given heuristic may open up OR foreclose understandings of data and directions for future work.
Contextualising ‘evidence’ within interpretation and ethos

Contested imaginaries:
• liberal critiques of neoliberalism
• Left critiques of neoliberalism
• postcolonial critiques of liberal subjectivities postcolonial, decolonial, Indigenous and critical race theory
• social movements, struggles

3 project principles

Intelligibility
Dissent
Solidarity

– EIHE inter-disciplinary, international mixed-methods project (P.I. Vanessa Andreotti)
– Academy of Finland, 2012-2016
– 23 university research sites
– 11 countries
– Housed at University of Oulu.

Evidence:
– Policy Analysis I – national and university level
– EIHE Student survey: n=3,740
– EIHE Staff interviews with Int. staff (admin/policy/implementation) n=29
Troubling cartographies

Using social cartography (Paulston, 2000) and social ‘imaginaries’ (Castoriadis, 1987) heuristically as analytical tools.

- ‘methods of thinking [that] lie perhaps still concealed in the experience-use of our understanding and of reason’ (Kant’s ‘heuristiche’)

A learning approach: initiating more dynamic and theoretically adequate discussions about internationalisation.

- Beyond only describing a diversity of higher education phenomena and settings,
- To learning and transformation from such diversity and difference (Khoo & Torres, in press).

Addressing dearth of ‘meta-thinking about higher education’ in HE research (Barnett, 2014, p. 9); lack of a theoretical framework for thinking about HE educationally (Barnett, 1990).
Po-co theory: disrupting the imaginary

‘- the ‘crack’ where ‘the light gets in’ (Brydon 2009)
  ◦ “decolonizing energy . . . [that] is effective precisely because it disrupts monolithic ideologies and creates ‘cracks’ in the global imaginary”

Poststructuralist critique of ‘Western’ epistemology
  ◦ Interrogate identities, difference

Humanist philosophy of postcolonial politics – understanding alienation and transformative practice – praxis (Foster p111)

Linking PoCo ethics to larger projects of public education and wider justice, education and equity movements at levels both below and beyond the nation-state (Wilson, Şandru & Welsh 2010, 7; Brydon 2010).
“the modest construction of an heuristic tool: the ideal type. This unpretentious view of the function of theory made it possible to constantly readjust those tools to "the particularity of sociohistorical development" (Seidman 1984, 383).
Ethos, Evidence, Interpretation
Using social cartographies
[Juxtaposed imaginaries of HE]

(Andreotti, Stein, Pashby & Nicolson, 2016)

Neoliberal discursive configuration
Liberal and critical discursive configurations

MODERN/Colonial Global Imaginary

Corporate HE Imaginary

Civic HE Imaginary

Canonical HE Imaginary

Religious HE Imaginary

(dynamic & contested, but enduring)
(dynamic & contested, but enduring)
Ethos, Evidence, Interpretation: Using social cartographies [3 Discursive Orientations; 4 Interfaces]

(Andreotti, Stein, Pashby & Nicolson, 2016)
Interpreting heterogeneity

A global perspective on grounded theory prioritising heterogeneity (Charmaz 2014), diversality (Andreotti 2014).

Encouraging new analytical heuristics to emerge from interplay
- of diverse subject positions and identities
- theoretical and disciplinary knowledges

As new interpretations emerge, new routes for critical analysis may be attempted, while continuing to honour the basic principles of intelligibility, dissent and solidarity.
EIHE document analysis example: Troubling the universities’ conception of ‘social responsibility’

2 sets of data from 14 of the participating university (*all Global North)
- 1. university level internationalisation strategies and/or reports
- 2. wider university documents (e.g., strategic plans and annual reports)

Research question: *What language is used to define the broader role of the university in society, particularly a supra-territorial, or global role, and particularly within a context of internationalisation?*

**University Strategic Plans/Annual Reports**

- **Social responsibility:**
  - Strongly liberal, some neoliberal-liberal, some liberal-critical
- **Community engagement:**
  - Neoliberal, liberal, critical and interfaces
- **Knowledge mobilization:**
  - Strongly liberal, some neoliberal-liberal, hardly any liberal-critical
- **Solving global issues:**
  - Neoliberal-liberal, liberal-critical
- **Meeting the needs of the market:**
  - Not a strong discourse overall; neoliberal-liberal
What is the broader role of the university in society?

“graduates will be global citizens whose education and leadership serve the public good” (Western, 2014b)

“a culture of achievement inspiring all members of campus community to lead and succeed as global citizens committed to making a difference in society” (Western 2014b)

“Our mission is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference” (UC, 2014, p. 1)

“deliver public good outcomes” (Massey, 2013)

“The University is a responsible social force” (Helsinki 2012)
What is the broader role of the university in society?

**Social responsibility:** Neoliberal, Neoliberal-Liberal, Liberal, Liberal-Critical, Critical

“We invite our students..., to practice the respectful and informed dialogue that sustains democracy, to exercise the rights and responsibilities of good citizenship and to realize the potential for leadership” (Bishops, 2014)

“exercise our role as the voice and conscience of society” and “provide for informed debate and discussion about tangata whenua cultural and societal developments in New Zealand and in kindred communities” (Massey U, 2014)

“The University’s societal responsibility requires critical and independent participation in social debate” (Helsinki, 2012, p. 9)

“engender active global citizenship among students, faculty and staff” (SFU)

“an engaged university committed to enhancing the well-being of current and future generations” (SimonFraser, n.d)

-the university continues to evolve as a microcosm of local and global citizenship, “thriving in mutual respect and understanding between and among cultures” (Alberta 2010a).

-responsibility to promote intercultural understanding; building community in diversity; access for all, particularly those historically disadvantaged (UBC, 2012)
EIHE document analysis example: Troubling the universities’ conception of ‘social responsibility’

**OUTCOMES & Branding**
- National interests, economically strategic groups
- Outcomes for whom?
- Historically marginalized

**Neo liberal**

**SOCIAL RESPONSIBILITY**
‘MAKE A DIFFERENCE’

**Liberal**
- Leadership
- Culture of Achievement
- World Class Learning
- For academic standards

**Critical**
- Global Citizenship
- Role in social debate
- Critical consciousness
- Sustaining democracy
- Mutual respect/benefits
- Recognition of privilege

**Personal development**
- Interpersonal relationships
- Helper & helpee
- Natural intercultural relations

**Challenges status quo**
- Access to those historically disadvantaged

**Culture of Achievement**
- World Class Learning
- For academic standards

**Leadership**
- Personal development
- Interpersonal relationships
- Helper & helpee
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**Recognition of privilege**
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**Neo liberal**

**Outcomes for whom?**
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**Challenge status quo**
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B.a: What language is used to define the broader role of the university in society, particularly a supraterritorial, or global role, and particularly within a context of internationalisation? ‘:

“What students want”/Market rationale/Career focus
Economic development

GLOBAL CITIZENSHIP:
• ACTIVE
• PARTNERSHIP
• MULTIPLE PERSPECTIVES

Neo liberal
Towards the market/funders
Towards private sector
For academic standards

Research Excellence
Reputation Building/Rankings

Liberal

Critical

Critical capacities
Focus on ‘underprivileged’
regions/states
Without hubris/self-importance

Conscientious/Complex
Development as containing
imprint of inequity

Addressing systemic inequalities/
different positionalities

Intellectual/Interpersonal

Mutual understanding
Leadership
Curriculum/Pedagogy
Naturally occurs with diversity
Problem solving
Individual disposition

Compelling message for global
citizenship/role of university

“What students want”
Market rationale/Career focus
Economic development

Economic development

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Data Set 2: Individual university documents, broader strategies, annual reports etc.

**Question A: Rationales and actors**

- **For sake of marketing to best and brightest**
- **Meeting demands of students**
- **For inclusion of those often marginalized into these experiences and opportunities**

**Ethical Imperative:**

- Questioning, interrogating systems; putting action in context of wider systems
- Locally-led projects

**INTERNATIONAL EXPERIENCE FOR STUDENTS**

- **Work-study**
  - Build the CV
  - For sake of marketing to best and brightest

- **Neo liberal**
- **Liberal**
- **Critical**

**Experiential education**
- Application of skills/content learned in class
- Personal enlightenment, intellectual development

**Research**

**Service Learning**
- Questioning, interrogating systems; putting action in context of wider systems
- Locally-led projects
LESSONS FROM THE EIHE PROJECT

How can mapping the interfaces contribute to engaging with an ethical approach to internationalism based in intelligibility, solidarity, and dissent?

Some findings from the use of the cartography

Critical mostly hinted at in interface with Liberal configuration:

- concerns about foreclosures & need to maintain those strategic spaces
- *but quite strong in discourses of social responsibility which are themselves generally ‘add-ons’ or supplementary to strategies

Limited critical-neoliberal interfaces: strategic ambivalence?

- In what cases are the interfaces strategic spaces for pluralizing/resisting/building alternatives or for reinforcing further foreclosures of critical spaces?
LESSONS FROM THE EIHE PROJECT:

How can mapping the interfaces contribute to engaging with an ethical approach to internationalism based in intelligibility, solidarity, and dissent?

Reflections on presenting the cartographies from the policy analysis

To what extent is it a learning approach: initiate more dynamic and theoretically adequate discussions about internationalisation.

- Beyond only describing a diversity of higher education phenomena and settings,
- But also learning from such diversity and difference (Khoo & Torres, in press).

- To what extent can we map a post-critical onto this heuristic?
- Or a Neo-conservative orientation?
- What does it help us to see and what is still silent/hidden?
- How/does the cartography function as a heuristic? Can we use it reflexively rather than deterministically/ as fixed representation?
- How/does it translate into praxis in different contexts?
Conclusions

This paper begins to align the theoretical and conceptual commitments and interests of the larger research group with more practical methodic questions about data, analysis and limitations.

Utility of inductive approaches and GT, adopting critical and constructivist approach to GT to explicate the using the research heuristic heuristically – align with Critical Discourse Analysis.

GT useful for conceptualizing a process where data collection and analysis proceed together, through an iterative process of discovery and understanding.

‘Live’ methods: ‘artful’ but ‘unpretentious’ heuristic approaches which encourage practices of critical attentiveness, collaboration and experimentation

That try to engage political and ethical issues with less arrogance
References


