

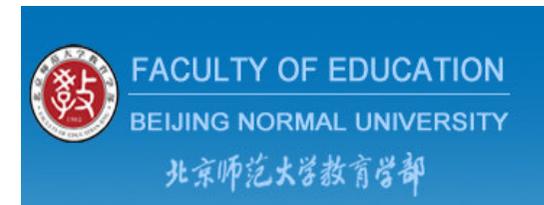
# Re-Positioning Internationalization: Enhancing Reciprocity Among Institutions and Scholars

Kirk Perris

[kirk.perris@utoronto.ca](mailto:kirk.perris@utoronto.ca)

OISE/UT & Beijing Normal University

February 11, 2015



# Organization of Presentation

- Overview and Background
- Definitions: Globalization, Internationalization, Open Universities
  - Definitions, theoretical considerations
- Open University of China; Indira Gandhi National Open University
  - Different institutional approaches to re-positioning of internationalization
- Work as an early career academic
  - Approach to academia in a context of internationalization
- Questions and Discussion

# Overview and Background

- 1) Vision of globalization and internationalization
  - Horizontal and culturally oriented
- 2) Past Research – Open universities in India and China
  - Access, technology
- 3) New role as faculty member at Beijing Normal University



# Globalization & Internationalization



## *Economic* Globalization

- Hyperglobalists (Friedman, 2005)
- Critics (Lewellen, 2002; Stiglitz, 2003)

- Even & Partic
- Uneven & Reckless

## *Cultural* Globalization

- Knowledge across cultures  
mutual exchange  
(Hayhoe & Pan, 2001)
- Disjunctures (Appadurai, 1994)  
heterogeneous

- Ways of knowing,
- Indigeneity,

## Internationalization

- Exchange of knowledge (research,  
curriculum), language, individuals,  
institutions (Altbach & Knight, 2007)

- Economic & Cultural

# Part I: Internationalization and Open Universities



# Open University – Open and Distance Learning

- The Open University – founded in 1969 in the United Kingdom
- Global spread
  - Israel, Thailand (early 1970s)
  - China – Open University of China Central Radio & Television University (1979)
  - India – Indira Gandhi National Open University (1985)
- A philosophy rather than an established method
  - Open can be relative to extent of admissions, pace of learning, location of learning, time of learning
  - Parallels with Bereday (1973) – open admission, economic stimulus, inherently educable



The Open University

# The Open University of C



国家开放大学  
THE OPEN UNIVERSITY OF CHINA

- Open University of China

- Edward Heath and Deng Xiaoping - 1977
- Visits to the Open University → Beijing and 44 Provincial Open Universities – 1979
- Enrolment of nearly four million students (Perris, 2015)
- International Exchange and Cooperation Division: *“OUC aims to become an open university with unique Chinese characteristics and major international influence in the 21st century”*
- 128 universities, 38 countries primarily industrialized
- Faculty exchange (United Kingdom, Korea, Japan, India), Institutional MOUs
- OUC and Michigan State – online Confucius Institute
- Motivations are to link with the periphery domestically and core internationally – advance its own standing and promote Chinese values.

# Indira Gandhi National Open University



- Indira Gandhi National Open University
  - An Act of Parliament as a Central University – 1985 (15 year deliberation)
  - Mixed model – Regional Centres, autonomous State Open Universities
  - Enrolment of nearly four million students (Perris, 2015)
- International Division (est. 1997): “promote bilateral and multilateral collaborations, network with International educational institutions/ inter-governmental agencies”; Four-fold approach: “Collaboration, coordination, cooperation and competition.”
- 60 international HEIs, 40 countries primarily developing
- Program delivery to local context
- Enrolment of 35K +, revenue of USD 2.2 million
- Motivations are to link with the periphery domestically and periphery internationally, pursue economic activity

# Internationalization of OUC & IGNOU: Summary



Benefit of Chinese  
Mandarin  
language,  
formidable  
infrastructure of  
OU system

Internationalization  
driven by  
institutional  
growth, spread of



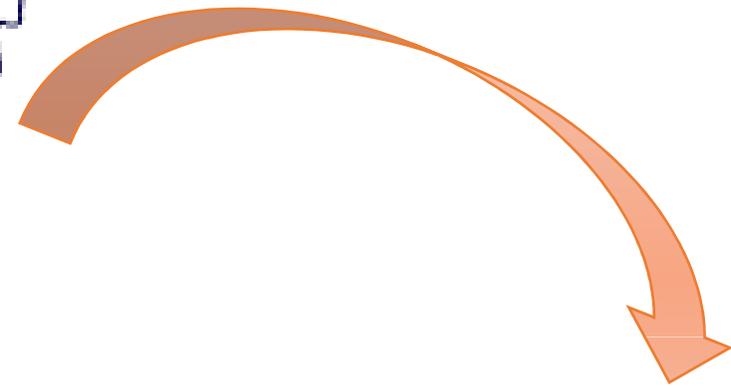
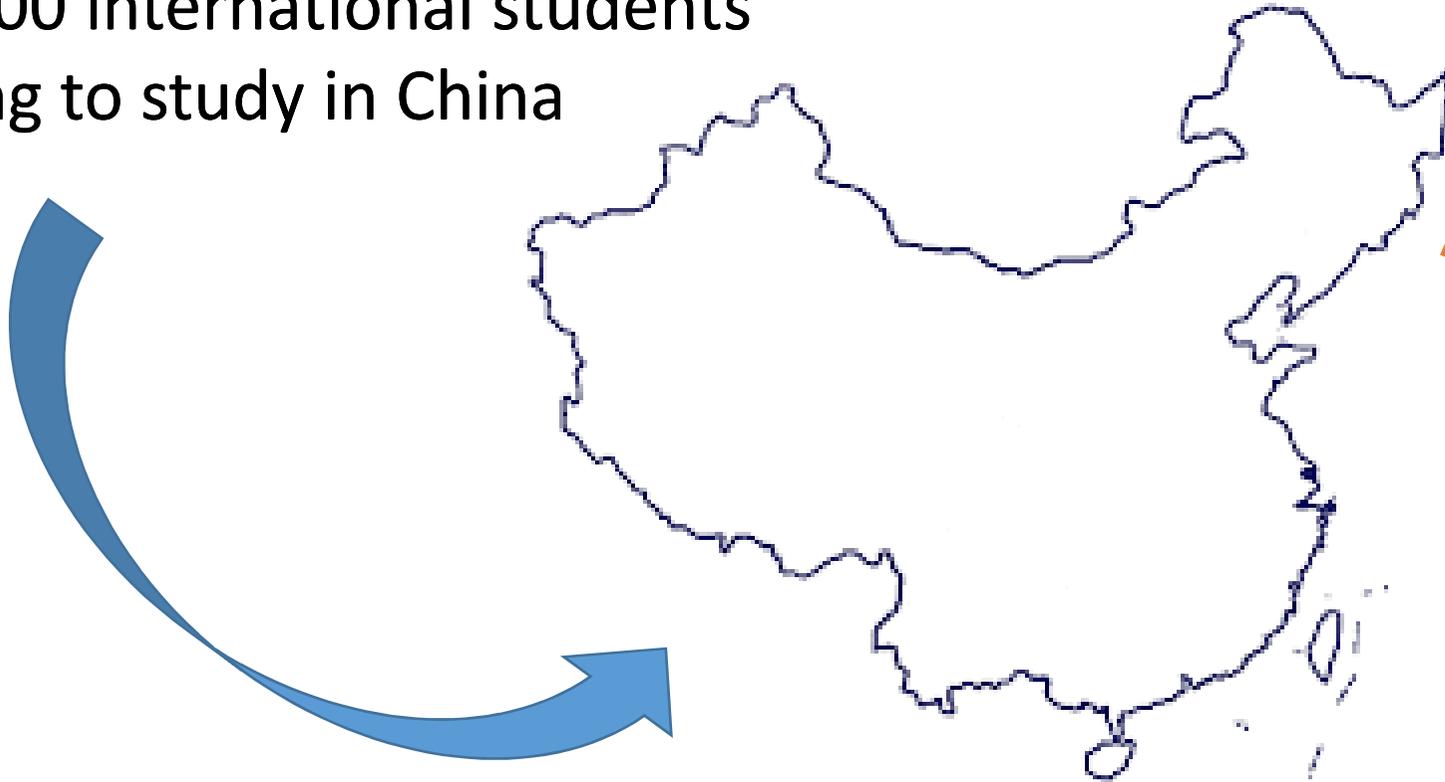
Benefit of English  
language, appeal  
to Indian diaspora

Internationalization  
driven by economic  
interests and  
unmet demand for  
higher education in  
developing regions

# Part II: Early Career Academic at Beijing Normal University



3,000 international students  
coming to study in China



400,000 domestic students  
going to study abroad

Shao W. (2013). Retrieved from <http://www.unica-network.eu/sites/default/files/Presentation%20for%20Dr%20Shao%20Wei%200.pdf>

# Duties at BNU

- Graduate level teaching:
  - Trends of Distance Education
  - Theories of Andragogy
- Research projects:
  - National Key Project “The Strategic Research on ICT in Education and MOOCs”
  - Book “Internal Quality Assurance in Open Universities”



# A Reciprocal or *Horizontal* Approach to Internationalization

- Internationalization is driven by economic, cultural, social and indigenous **factors**. Increasingly greater proportion of activity relative to internationalization will focus **away from** western or elite institutions.
- Merits of comparative education to research – pursuit of context, analysis, historical orientations (Hayhoe, 1986)
- Merits of engaging with the periphery (Galtung, 1975; Mazrui, 1975)
- Multi-directional orientations to internationalization

# References

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.
- Appadurai, A. (1994). Disjuncture and difference in the global cultural economy. In M. Featherstone (Ed.), *Global culture, nationalism, globalization and modernity* (pp. 295–310). Newbury Park, CA: Sage.
- Bereday, G. Z. F. (1973). *Universities for all*. San Francisco: Jossey-Bass.
- Friedman, T. (2005). *The world is flat*. New York: Farrar, Straus & Giroux.
- Galtung, J. (1975). *Peace: research, education, action*. Copenhagen: Christian Ejlertsen.
- Hayhoe, R. (1986). China, Comparative Education and the World Order Models Project. *Compare: A Journal of Comparative Education*, 16(1), 65-80.
- Hayhoe, R., & Pan, J. (Eds.). (2001). *Knowledge across cultures: A contribution to dialogue among civilizations* (Vol. 11). Hong Kong Univ Pr.
- Lewellen, T. C. (2002). *The anthropology of globalization: Cultural anthropology enters the 21<sup>st</sup> century*. Westport: Bergin & Garvey.
- Mazrui, A. A. (1975 May). The African university as a multinational corporation: Problems of penetration and dependency. *Harvard Educational Review*, 45(2), 191-210.
- Perris, K. (in press). Comparing the Open University Systems of China and India: Origins, Development and Prospects. *Frontiers of Education in China*, 10(2).
- Stiglitz, J. (2002). *Globalization and its discontents*. New York: Norton & Company.

*Thank you*

Kirk Perris

kirk.perris@utoronto.ca