

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	Education 98T
<i>Course Title</i>	Diversifying university through internationalization: new directions, challenges and opportunities
<i>Indicate if Seminar and/or Writing II course</i>	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____ X _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course familiarizes students with the concept of globalization and internationalization in education, and introduces some of the major theories and views existent in the current globalization discourse. Furthermore, it aims to equip students with a number of methodological tools that will help them understand how to better analyze the issue of inclusion in the context of higher education and how to increase the diversity of worldviews and knowledge across a wide range of social groups including race, ethnicity, nationality, economic class, gender identity, sexual orientation, religion, and their intersections.

3. List faculty member(s) who will serve as instructor (give academic rank):

Veronika Rozhenkova, Teaching Fellow; Faculty Mentor – Professor Edith Omwami

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

	2018-2019	Fall	Winter	Spring	
	Enrollment	_____	Enrollment	_____	Enrollment
					X

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

The course will introduce students to the concepts of globalization and internationalization of higher education. Various aspects of internationalization such as study abroad, international students, international curriculum, foreign language courses, international faculty, distance learning and MOOCs will be studied. Furthermore, some of the major issues in higher education will be discussed. Finally, students will learn about such research methodologies as literature review and case study. The course will begin with specific cases and then generalize from those cases on the topic of globalization and internationalization of higher education.

❑ Integrative Learning

Different theories of globalization and internationalization developed by the leading scholars in the field of comparative higher education will be carefully examined, compared and discussed.

❑ Ethical Implications

This course will examine different ways of increasing the diversity of worldviews and knowledge in higher education across a wide range of social groups including race, ethnicity, nationality, economic class, gender identity, sexual orientation, religion, and their intersections.

❑ Cultural Diversity

This course will contextualize the issues of diversity and inclusion of the most vulnerable student population groups in higher education settings nationally and abroad. It will also enhance students' understanding of higher education from a comparative and cross-cultural perspective.

❑ Critical Thinking

Students will have an opportunity to actively engage in class discussions based on the readings. As a part of the reading home assignment students will be asked to reflect on the articles/papers and pose questions, which they will be able to discuss with their peer students in class. Engaging in a dialogue will prepare them to think critically while analyzing the major issues in higher education in both national and international contexts.

❑ Rhetorical Effectiveness

Throughout this course students will make two oral presentations followed by the brief Q&A session with other students. Furthermore, there will be two writing assignments: a brief country report (on the national system of higher education) and a final research paper. Throughout these activities students will practice delivering reasoned and persuasive arguments both in speech and writing.

❑ Problem-solving

While looking at cases of different universities, students will develop a better understanding of how various internationalization efforts and initiatives that universities worldwide are currently undertaking can contribute to solving the issue of diversifying university campus.

❑ Library & Information Literacy

Students will conduct research on how a particular university is developing in the context of globalization. Within this project they will do a thorough literature review, for which they will search, select, and organize relevant information from a variety of sources, both traditional and digital.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>1</u>	(hours)

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)		
1. General Review & Preparation:	<u>3</u>	(hours)
2. Reading	<u>2</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)
(B) TOTAL Out-of-class time per week	11	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

**Diversifying university through internationalization: new directions,
challenges and opportunities**

Instructor: Veronika Rozhenkova

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Phone: (646) 400-2370

Course description

In the new global environment universities have been challenged by the increased competition, which has forced them to seek more effective strategies to better integrate them in the global academic community. Globalization brought the need for structural reformation of the higher education institutions with internationalization having become an important component of this transformation. Many universities are currently involved in various internationalization activities such as introducing international curriculum, creating study abroad programs, initiating foreign language learning, increasing inward and outward academic mobility, engaging in inter-institutional collaborations with universities abroad, and others.

One of the important aspects of internationalization is that it fosters and increases diversity on the university campus. Diversity and inclusion are significant and necessary components of higher education today. Both internationalization and diversity initiatives have common goals of enhancing cultural awareness and understanding each other's differences. Internationalization helps students develop global critical thinking skills and prepares them to live and work in a world characterized by multiculturalism and diminishing borders. Therefore, it is important that universities value inclusion and pluralistic research environment, and respect and welcome various perspectives and experiences. Internationalization can help increase the diversity of worldviews and knowledge across a wide range of social groups including race, ethnicity, nationality, economic class, gender identity, sexual orientation, religion, and their intersections.

This seminar examines some of the major theories of globalization and internationalization of higher education, as well as the ways of diversifying the university campus through internationalization. The course focuses on the particular internationalization

initiatives that universities in the US and worldwide are engaged in today. In addition, it covers some of the important issues that higher education systems are currently dealing with, such as inequality in access to higher education, massification and commodification of education.

Mini lectures, class discussions, readings, student presentations as well as two field trips will contribute to the learning experience in this class. Throughout this course students will learn such methodologies as literature review and case study and utilize them while conducting research projects. By the end of the course they will produce a research paper examining and analyzing the internationalization reforms and initiatives that a particular university is currently undertaking. This class is geared for the students who are interested in higher education policy and reform both in the national and international contexts.

Course objectives

This course is designed to:

1. Familiarize students with the concept of globalization in education and introduce some of the major theories and views existent in the current globalization discourse.
2. Develop a better understanding of how various internationalization efforts and initiatives that universities worldwide are currently undertaking can contribute to diversifying university campus.
3. Engage students in a dialogue and prepare them to think critically while analyzing the major issues in higher education in both national and international contexts.
4. Enhance students' understanding of higher education from a comparative and cross-cultural perspective.
5. Provide students with methodological tools that will help them learn how to form and deliver the logical and reasoned argument through writing and oral presentation.
6. Help students learn how to search, select and organize the relevant information on the given topic through conducting literature review and case studies while using various sources.

Course requirements

The success of the course depends upon students' active participation in all class activities including completion of reading and writing assignments, participation in

discussions, delivering presentations and participating in field trips. Every week the students are expected to complete the readings from the “required” list and come up with one - two questions for each reading to discuss in class. The “recommended” reading list is provided for those students who are interested in further exploring the topics. The readings will be posted on the course website. Taking part in the class discussions in a constructive manner is an important component of the participation grade.

Two field trips will be incorporated into this course: a visit to the International Education Office and to the Dashew Center for International Students and Scholars at UCLA.

The writing assignments include:

- A brief report (2 pages) on the higher education system of the country of the student’s choice. The students will also make a 5-minute presentation based on this report.
- A 12-15 pages research paper. The students will pick one university (in the US or abroad) and conduct research on how it is developing in the context of globalization and internationalization. The following questions may be considered in this paper: What are the goals (mission) of the institution? What kind of internationalization initiatives are they implementing? How do these initiatives contribute to creating greater diversity? What kind of challenges do they face? What are their plans for the future development? Throughout this course the students will also learn such research methodologies as literature review and case study and utilize them while conducting educational research. A short paragraph/summary about the selected university should be submitted at the end of Week 3 in order to receive the instructor’s feedback. The outline is due Week 6. The first draft is due Week 8. The final draft is due during the Exam Week. Students are also recommended to meet with the instructor during office hours to receive additional feedback on their writing. Students will present on their final paper during Week 10.

Grading:

The grade will be determined on the following basis:

Participation 15%

Higher Education system written report 10%

Higher Education system presentation 5%

Summary and outline of the final paper 10%

First draft of the final paper 15%

Final Paper 35%

Final paper presentation 10%

Course Website

The CCLE Course Website is an integral part of this course, containing the calendar of assignments, grades, reading materials and additional resources. To access the course website, go to my.ucla.edu and log in with your UCLA ID number.

Special Needs

If you have a disability or another special need, please notify your instructor and the Office of Student Disabilities. We will do our best to accommodate you.

Course Schedule:

Week 1: Introductions and the overview of the course.

How is education impacted by globalization? What kinds of globalization theories exist?

How can the concept of internationalization of higher education be defined?

Required:

Altbach, P.G. and Knight, J. (2007). The internationalization of higher education: motivations and realities. *Journal of Studies in International Education*, Vol. 11, No. 3-4, 274-290.

de Wit, H. (2011). Globalisation and internationalisation of higher education [introduction to online monograph]. *Revista de Universidad y Sociedad del Conocimiento (RUSC)*. vol. 8, no 2, 241-248.

Neubauer, D. (2007) Globalization and education: Characteristics, dynamics, implications. In M. Mason, P.D.Hershock & J.N. Hawkins (Eds.), *Changing education*, Part 1, Vol. 20, (29-62). Netherlands: Springer.

Recommended:

Kellner, D. (2000). Globalization and new social movements: Lessons for critical theory and pedagogy. In N.C. Burbules & C.A. Torres (Eds.), *Globalization and education: critical perspectives*, (23-30). New York, US: Routledge.

Rhoads, R.A. & Torres, C.A. & 2006. *The University, state and market: The political economy of globalization in the Americas*. Stanford, CA: Stanford University Press, 12-27.

Spring, J. (2008). Research on globalization and education. *Review of Educational Research*. Vol. 78, No. 2, 330–363.

Week 2: What constitutes internationalization? What internationalization initiatives can universities be engaged in? What influences the choice of internationalization activities? The case of the University of California, Los Angeles.

Research methodology: literature review.

Required:

Davies, J.L. (1992). Developing a strategy for internationalization in Universities: towards a conceptual framework. In B.Klasek (Ed.), *Bridges to the future: strategies for internationalizing higher education* (177-191). Carbondale, IL: Association of International education.

NAFSA, Simon award for campus internationalization: Selected Institutions. (2005). *Internationalizing the campus*. The case of UCLA, 44-54. Retrieved from http://www.nafsa.org/_/File/_/itc2005.pdf.

Rhodes, G. & Pisano, R. (2005). *UCLA in the world. Background on internationalization activities*. Retrieved from <http://soccis.org/campus-model-ucla.php>.

Recommended:

Green, M.F. and Olson, C. (2003). *Internationalizing the campus: A user's guide*. Washington D.C.: American Council on Education (ACE), 11-21.

Readings on literature review methodology:

Lambert, M. (2018). *Top Tips on Writing a Literature Review for Your Education Research Project*. Retrieved from https://www.academia.edu/5195702/Top_Tips_on_Writing_a_Literature_Review_for_Your_Education_Research_Project.

Indiana University Writing Center (2018). *Literature review: synthesizing multiple sources*. Retrieved from https://liberalarts.iupui.edu/uwc/files/documents/Lit_Review_Synthesis.pdf.

Week 3: Why do universities introduce study abroad programs? How can these programs diversify the university? What are the advantages of study abroad programs for the students?

Visit to the International Education Office at UCLA.

Written assignment: a short paragraph/summary about the selected university is due this week.

Required:

Braskamp, L.A., Braskamp, D.C., & Merrill, K.C. (2008). Assessing progress in global learning and development of students with education abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, v.18, 101-118.

NAFSA, (2008). *Strengthening study abroad: recommendations*. Retrieved from <https://www.nafsa.org/wcm/Product?prodid=391>.

The Center for Global Education at UCLA. (2013). *Impact of study abroad on retention and success*. Retrieved from: <http://www.globaledresearch.com/study-abroad-impact.asp>.

Recommended:

Rhodes, G., Biscarra, A., Loberg, L. & Roller, K. (2012), Study abroad as a collaborative endeavor. *About Campus*, 16, 2–10.

OECD. (2012). *How many students study abroad and where do they go? Education at a Glance 2012: Highlights*, OECD Publishing. Retrieved from http://dx.doi.org/10.1787/eag_highlights-2012-9-en.

UN Data (2017). *Students from a given country studying abroad (outbound mobile students)*. Retrieved from

http://data.un.org/Data.aspx?q=students+studying+abroad&d=UNESCO&f=series%3aED_FSOABS.

Week 4: Why do universities try to attract more international students, what are their main motivations? What are the ways of diversifying student population? What are some advantages/disadvantages of increasing international student population at a university?

Visit to the Dashew Center for International Students and Scholars at UCLA.

Required:

Altbach, P. (1990). The new internationalism: foreign students and scholars. *Studies in Higher Education*, 14 (2), 126.

ICEF Monitor (2012), *88 ways to recruit international students*. Retrieved from <http://monitor.icef.com/2012/12/88-ways-to-recruit-international-students/>.

Obst, D. & Forster, J. (2006). *International students in the U.S.: an analysis of international students' motivations for studying in the United States*, Institute of International Education. Retrieved from <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/International-Students-in-the-United-States>.

Recommended:

NAFSA (2014), *The economic benefits of international students to the U.S. economy*. Retrieved from http://www.nafsa.org/_/File/_/eis2013/Pennsylvania.pdf.

NAFSA, (2006). *Restoring U.S. competitiveness for international students and scholars*. Retrieved from http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/restoring_u.s.pdf.

Week 5: What are some other important higher education internationalization activities (establishing branch campuses, internationalizing the curriculum, learning foreign languages, university collaborations, joint degree programs).

Required:

Altbach, P.G. (2011). Is there a future for branch campuses? *International Higher Education*, No.65, Fall. 7-10.

Marlina, R. (2013). Globalisation, internationalisation, and language education: an academic program for global citizens. *Multilingual Education*, 3, 5.

Knight, J. (2015). International trends, innovations, and issues with joint/double/multiple degree programs. *International Briefs for Higher Education Leaders*, N5, 18-21.

Recommended:

Leask, B. (2015). *Internationalizing the curriculum*. New York, NY: Routledge. 3-26.

Week 6: What is a world-class university? What are the main measurements of the global university ranking systems? Do university ranking systems present an adequate measurement of the quality of education and research?

Research methodology: case study.

Written assignment: the outline of the final paper is due this week.

Required:

Altbach, P. (2003). The costs and benefits of world-class universities. *International Higher Education*, Fall.

Labi, A. (2008). Obsession with rankings goes global. *Chronicle of Higher Education*, 55(8), A27-A28.

Rust, V.D. & Kim, S. (2012). The global competition in higher education. *World Studies in Education*, Vol.13, No.1, 5-20.

Recommended:

Huisman, J. (2008). World class universities. *Higher Education Policy* 21, 1-4.

Readings on case study methodology:

Colorado State University (2018). *Case studies*. Retrieved from <http://writing.colostate.edu/guides/pdfs/guide60.pdf>.

For examples of case studies in education please refer to the Journal of Case Studies in Education at <http://www.aabri.com/jcse.html>.

Week 7: What do universities abroad do to internationalize themselves? How do university internationalization activities differ across different countries? The case of Russian universities.

Required:

Alekseev, O. (2014). First steps of Russian Universities to Top 100 Global University Rankings. *Higher Education in Russia and Beyond, 1*, 6-7.

Stukalova, I., Shishkin, A., & Stukalova, A. (2015). Internationalization of higher education: a case of Russian universities. *Economics and Sociology, Vol. 8, No 1*, 275-286.

Usher, A. 2015. Structural barriers to Russian success in global university rankings. *Higher Education in Russia and Beyond, No. 2(4). Summer 2015.*

Recommended:

Kuraev, A. (2014). Internationalization of higher education in Russia: collapse or perpetuation of the Soviet system? A Historical and conceptual study. Boston College University Library. Retrieved from <http://hdl.handle.net/2345/3799>.

Zaitseva, Z. 2015. Central European and ex-USSR universities on the QS World University Rankings map. *Higher Education in Russia and Beyond, No. 2(4). Summer 2015*

5 Top 100, (Ministry of Education and Science of the Russian Federation) (2018), retrieved from <http://5top100.ru/about/>.

Additionally: a handout with the information on the case study that I conducted.

Week 8. What are some major challenges for higher education today: inequality in access to education, massification and commodification of higher education.

Written assignment: the draft of the final paper is due this week.

Required:

Calderon, A. (2012). Massification continues to transform higher education. *University World News, Issue no.237*. Retrieved from <http://www.universityworldnews.com/article.php?story=20120831155341147>.

Clancy, P. & Goastellec. G. (2007). Exploring access and equity in higher education: policy and performance in a comparative perspective. *Higher Education Quarterly 61, no. 2*, 136-154.

Maringe, F. & Gibbs, P. (2009). *Marketing of higher education: Theory and Practice*. Berkshire, England: Open University Press. 3-10, 82-102.

Recommended:

McCowan, T. (2007). Expansion without equity: an analysis of current policy on access to higher education in Brazil.” *Higher Education* 53, 579-598.

Scott, P. (2000). Globalization and higher education: challenges for the 21st century. *Journal of Studies in International Education*, Spring, vol. 4 no. 1, 3-10.

van der Wende, M. C. 2003. Globalization and access to higher education. *Journal of Studies in International Education* 7, no. 2, 193-206.

Week 9: How does technology change the face of higher education: MOOCs, e-learning, on-line, hybrid and distance education?

Required:

Kennedy, J. (2014). Characteristics of massive open online courses (MOOCs): a research review, 2009-2012. *Journal of Interactive Online Learning*. Volume 13, Number 1, Spring 2014, 1-13.

Kirtman, L. (2009). Online versus in-class courses: an examination of differences in learning outcomes. *Issues in Teacher Education*, Fall, 103-116.

Moore, J.L., Dickson-Deane, C. & Galyen, K. e-Learning, online learning, and distance learning environments: are they the same? (2016). *Internet and Higher Education*, 14, 129-135.

Recommended:

Glance, D.G., Forsey, M. & Riley, M. (2013). The pedagogical foundations of massive open online courses. *First Monday*, Vol.18, N.5.

Educause (2012). *What campus leaders need to know about MOOCs*. Retrieved from <http://net.educause.edu/ir/library/pdf/PUB4005.pdf>.

Tabata, L.N. & Johnsrud, L.K. (2008). The impact of faculty attitudes toward technology, distance education, and innovation. *Research in Higher Education*, November. 625-646.

Week 10: Final presentations.

Exam week:

Written assignment: Final paper is due this week.



New Course Proposal

Education 98T

Diversifying university through internationalization: new directions, challenges and opportunities

Course Number Education 98T

Title Diversifying university through internationalization: new directions, challenges and opportunities

Short Title DIVERSFYNG UNIVRSTY

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Designed for students interested in higher education policy and reform in national and international contexts. Introduction to major theories of globalization and internationalization of higher education, and ways of diversifying university campus. Development and application of research skills and methodologies related to field of education. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [EDUC 98T_Rozhenkova_Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Veronika Rozhenkova) UID: 204143933

Professor Edith Omwami is the faculty mentor for this course. UID: 302822245

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on May 8, 2018

Grading Structure Participation 15%
Higher Education system written report 10%
Higher Education system presentation 5%
Summary and outline of the final paper 10%
First draft of the final paper 15%
Final Paper 35%
Final paper presentation 10%

Effective Date Spring 2019

Discontinue Date Summer 1 2019

<u>Instructor</u>	Name	Title
	Veronika Rozhenkova	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Education

Name

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ROUTING STATUS

Role: Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 8/17/2018 11:46:08 AM**Changes:** Description**Comments:** Course description edited into official version.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 8/3/2018 3:27:12 PM**Changes:** Short Title**Comments:** Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 8/1/2018 3:36:16 PM**Changes:** No Changes Made**Comments:** no changes**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 8/1/2018 3:30:14 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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