

Intercultural Education

(Stier, 2009)

- Internationalisation of education is about intercultural communication and intercultural competence.
- i-Characteristics:
 - Intercultural themes and perspectives,
 - interdisciplinary,
 - investigative (curiosity and passion for new cultural experiences and knowledge),
 - integrated (national and international students),
 - interactive (teacher-student; student-student) and
 - integrative (theory-practice).

Internationalisation is not 'Complete' without Crossing Cultures

- Internationalisation is not 'complete' without getting across cultural boundaries, and leading towards intercultural learning. The base of knowledge will be re-defined, and there will be cultural appreciation in the process of learning, and this will eventually enhance the intercultural perspectives of globalisation.

Broadening Concepts towards Scholarship / Changing Knowledge Definitions

Boyer (1990) in a Carnegie Foundation report expanded the concepts of scholarship to cover:

- Discovery
- Integration
- Application
- Teaching

Changing Concepts towards Scholarship

Discovery	➔	Basic research with emphasis on investigation
Integration	➔	Multidisciplinary and interdisciplinary features of scholarship
Application	➔	Application of knowledge to human problems
Teaching	➔	Educating and enticing future scholars

Informal Growth of University Knowledge: The Institutionalization of Lifelong Learning

- The growing presence of lifelong learning units within universities challenges the definition of what constitutes legitimate knowledge within the context of higher education.
- Once these units become institutionalised they have a formal claim towards knowledge building.
- This has had the effect of transferring learning from the place of practice to the University.

Knowledge Production of LLI

- **Nowotny et al. (2001)** :define as “social robust” knowledge - highly contextualised and their relevance to real-world educational needs make them appealing to communities outside the University.
- **Bagnell (1992)**: Lifelong learning institutions generally emphasize the connection between knowledge and application a connection that is not always tied to the workplace. Marketing material: “can do” spirit.
- **Kogan (2005)**: Soft science is based in application, it emphasises inclusiveness and accessibility. He speculates that the appeal of soft science may well increase as “consumers demand more power” in knowledge production processes.

Knowledge Economy & Entrepreneurial University

- Ideological shifts towards demand for efficiency, performativity, measurability in education enterprises
- Increased demand for public participation in educational provisions
- Impact of knowledge economy on educational reform

Entrepreneurial Universities

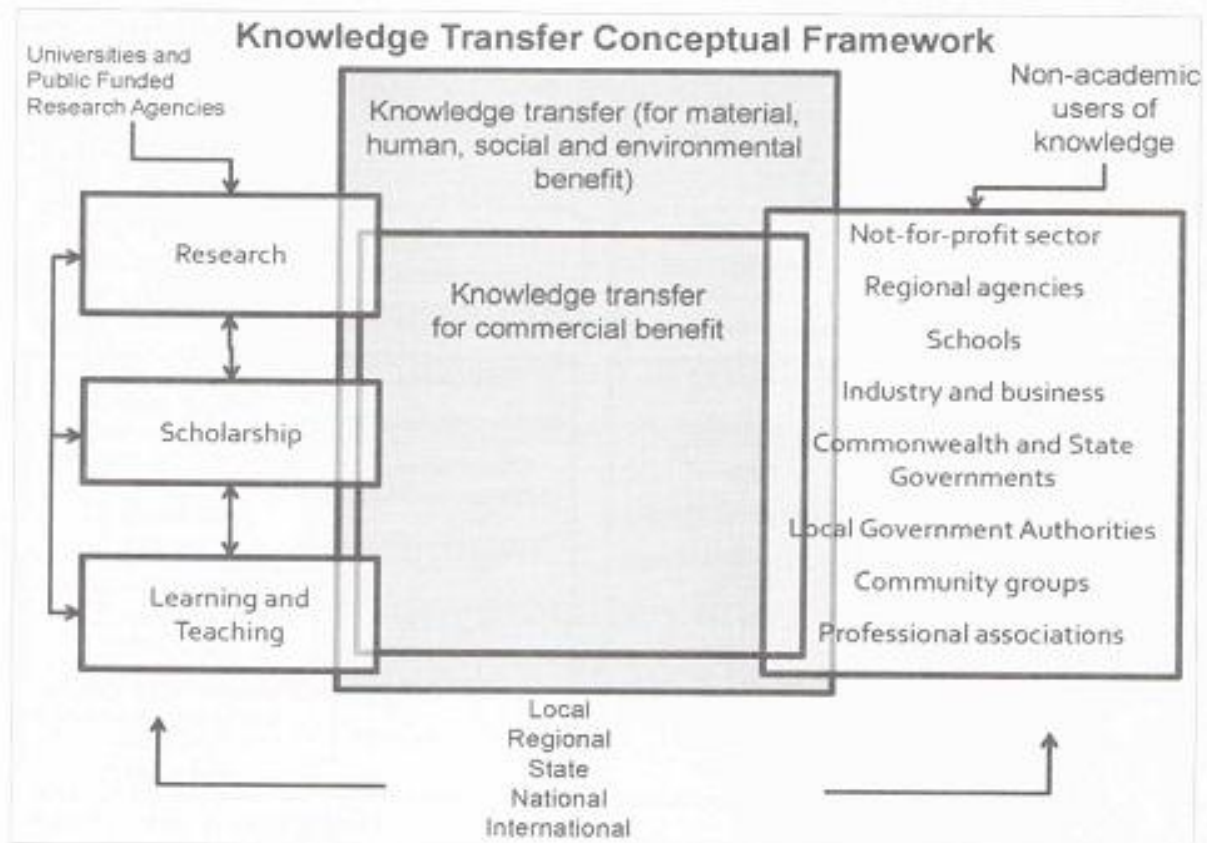
From 1980s to mid-1990s, five European universities embarked on paradigmatic shifts toward entrepreneurial universities, e.g. Twente, Warwick, Strathclyde, Clamers, Joensuu

Some USA universities announcing their mission shifts to become entrepreneurial universities e.g. Stanford, MIT, UCLA

Knowledge Transfer, Translation, Exchange and Mobilisation

New knowledge functions for the University:

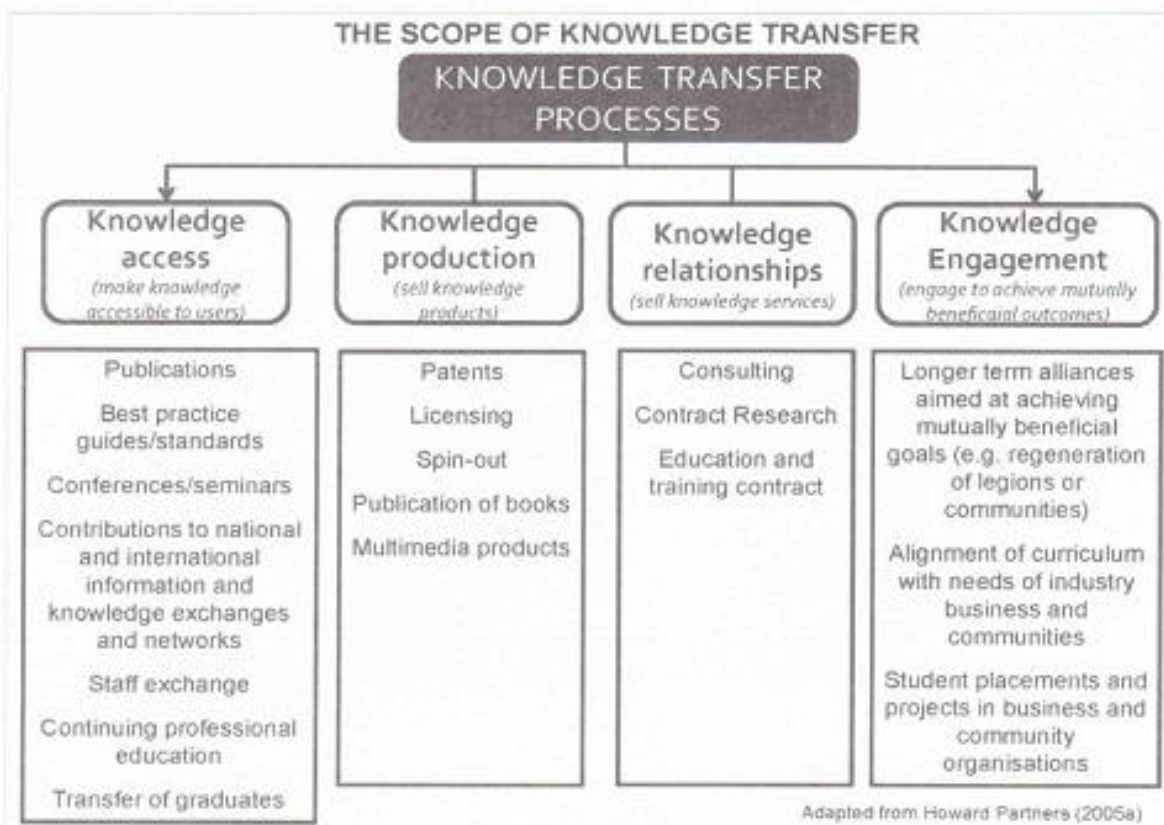
- Knowledge transfer, knowledge exchange, knowledge utilization, knowledge mobilization, knowledge mediation, and knowledge management and creation, etc.



The Scope of Knowledge Transfer

Knowledge Transfer Process covers:

- **Knowledge access** (make knowledge accessible to users),
- **Knowledge production** (sell 'knowledge products'),
- **Knowledge relationships** (sell 'knowledge services') and knowledge engagement (engage to achieve mutually beneficial outcomes)
- **Knowledge engagement** (engage to achieve mutually beneficial outcomes)



Knowledge Engagement

- The traditional understanding of knowledge utilisation or knowledge transfer: the knowledge is objective, explicit and universal, created by researchers and used by practitioners.
- The active role of practitioners in the knowledge utilisation is under-emphasised.
- Knowledge engagement signifies knowledge partnership
- Knowledge transfer project of the University of Melbourne is taken charge by the Knowledge Engagement and Partnership Office

Reversed Relationship between Knowledge and User of Knowledge

Traditional paradigm

- Discovery from empirical research – knowledge creation – application

Emerging paradigm

- Discovery from practice – knowledge engagement and sharing – knowledge creation- endorsement from stakeholders

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Implications for Teaching & Learning

- Traditional Learning: Knowledge acquisition
- 21st century : Knowledge building & creation
- Delors Report 1996: 4 pillars of learning:
 - Learning to know
 - Learning to do
 - Learning to be
 - Learning to live together

**Learning
to Learn**

Social Capital, Soft Skills & 21st Century Skills

- Globalization and the knowledge economy
- Similar to Putnam's (1995) **social capital**, or 'soft skills' (trust, teamwork, social cohesion, and social networks)
- Worldwide curricular reforms to develop '**21st century skills**' (critical, creative and inventive thinking; information, interactive and communication skills; civic literacy, global awareness and cross-cultural skills)

Conclusion

Multiple Roles of the University

- value adding
- learner-centered
- high quality
- equitable
- responsive
- diverse
- innovative
- flexible
- cost-effective
- publicly accountable
- socially responsible

The Emergence of Engagement in Knowledge Production and Building

- It addresses the various needs emerged with the changing economic and social needs of today's society - entrepreneurial university
- Focus on the individuals – diverse and flexible provisions
- Knowledge advancement – from discovery to practice
- Knowledge production – being socially responsible (knowledge transfer and utilization)
- Knowledge is collectively created – stakeholder engagement in knowledge production

Thank you!