

National Chung Cheng University
Educational Leadership and Management Development (ELMD)
Course Syllabus

School Year/ Semester	Fall Semester 2026	Credits	3
Course Title	Internationalization and Education Policy	Time/ Classroom	Wednesdays, 9:10 am -12:00 pm TBA
Professor(s) Information	詹盛如 Sheng-Ju Chan, PhD 艾利奧 Amelio Quetzal, PhD ameliobz@gmail.com		

Course Description

This graduate seminar examines how globalization and internationalization reshape education policy and the institutions responsible for putting it into practice. Higher education is the central focus, with universities considered within the national, regional, and global policy environments that influence their priorities, choices, and capacity for action. The seminar focuses particularly on the actors and mechanisms through which policies, people, programs, institutions, and knowledge move across borders. It treats internationalization as a contested policy process rather than as an automatically beneficial outcome or simply a collection of international activities. Students will draw on contemporary scholarship, policy documents, and comparative cases drawn from a range of national and regional settings to examine the purposes, implementation, and consequences of internationalization.

Learning Objectives

Upon completion of the course, students should be able to:

- explain and distinguish globalization, internationalization, regionalization, transnationalization, and related concepts in international education.
- analyze the actors, interests, scales, and mechanisms that shape international education policy.
- apply relevant concepts and theoretical perspectives to the analysis of internationalization policies and practices.
- compare internationalization processes across countries, regions, institutions, and educational contexts.
- critically evaluate consequences for mobility, curriculum, language, knowledge production, equity, and institutional development

Instructional Methods

Lectures
Case studies
Small group discussions/workshops
Reporting/presentations

Assessment and Grading

1. In-Class Presentation (20%)

Students will lead a 60-minute presentation. The presentation should synthesize the assigned readings, identify a central debate, introduce a relevant policy or institutional case, apply at least one course concept, and engage the class through analytical questions or a structured activity.

2. Participation and Discussion (20%)

Participation is assessed separately from attendance. Strong participation demonstrates preparation, substantive engagement with the readings, careful listening, constructive contributions to group activities, and useful feedback to classmates. The frequency of speaking alone does not determine the grade.

3. Attendance (10%)

Regular and punctual attendance is expected. Documented illness, emergencies, approved university obligations, and other legitimate circumstances will be handled according to university and program regulations.

4. Final Paper Presentation (20%)

Students will present the developing argument and analysis of their final paper during the final sessions of the course. The presentation should identify the issue being examined, state the research question or central claim, explain the relevant conceptual framework, summarize the evidence used, and present the paper's main argument and implications. The presentation should reflect a substantially developed paper rather than an initial topic proposal.

5. Final Paper (30%)

Students will prepare a final term paper of approximately 4,000-5000 words, excluding references and appendices. The paper should examine a clearly defined issue related to globalization, internationalization, and education policy. It should develop a focused research question or central claim, engage critically with relevant scholarship, use an appropriate conceptual framework, analyze credible evidence, and present a coherent and sustained argument. Students may draw on published research, policy documents, institutional materials, official statistics, and other reliable sources. Original interviews, surveys, or fieldwork are not required, although students may incorporate a small empirical component where appropriate and feasible.

Academic Integrity and Use of Generative AI

Students must paraphrase, quote, and cite accurately, following APA7 guidelines. Plagiarism, fabrication, falsification, and misrepresentation of authorship may result in course and university penalties.

Generative artificial intelligence may be used for purposes such as brainstorming, organizing ideas, or language revision. It may not replace engagement with assigned readings, independent analysis, or the development of students' own arguments. Each submitted assignment must include a brief disclosure naming any AI tool used, its purpose, and how the output was checked or revised.

Course Schedule

The schedule may be adjusted to accommodate guest speakers or changes in the academic calendar. Any changes will be announced in advance.

Session No.	Date	Topics
Module 1: Foundations, Concepts, and Policy Movement		
1	Sept 9	Course Introduction
2	Sept 16	Globalization, Internationalization, and Their Rationales This session examines how globalization and internationalization are defined and related. It considers academic, economic, political, social, and cultural rationales and asks whether internationalization is best understood as a response to globalization, an institutional strategy, a policy process, or an educational goal. The rationales established here are the reference point for the national policy analysis in Session 6. <i>Key readings</i> • Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. <i>Journal of Studies in International Education</i>, 8(1), 5-31. https://doi.org/10.1177/1028315303260832 • de Wit, H. (2024). “Everything that quacks is internationalization”: Critical reflections on the evolution of higher education internationalization. <i>Journal of Studies in International Education</i>, 28(1), 3-14. https://doi.org/10.1177/10283153231221655
3	Sept 23	Education Policy in a Global Context This session examines how global pressures affect education policy without producing uniform outcomes. Students consider the mechanisms through which ideas, standards, resources, and actors operate across local, national, regional, and global scales. <i>Key readings</i> • Dale, R. (1999). Specifying globalization effects on national policy: A focus on the mechanisms. <i>Journal of Education Policy</i>, 14(1), 1-17. https://doi.org/10.1080/026809399286468 • Marginson, S. (2022). Space and scale in higher education: The glonacal agency heuristic revisited. <i>Higher Education</i>, 84, 1365-1395. https://doi.org/10.1007/s10734-022-00955-0
4	Sept 30	Policy Borrowing, Translation, and Resistance This session examines how education policies and ideas move between systems. It challenges the assumption that borrowing involves direct copying and considers how policies are selected, justified, translated, modified, implemented, or resisted. The concepts

		introduced here carry through the rest of the course to examine how organizations, national strategies, and regional bodies adopt and reshape policies developed elsewhere. <i>Key readings</i> - Phillips, D., & Ochs, K. (2003). Processes of policy borrowing in education: Some explanatory and analytical devices. <i>Comparative Education</i>, 39(4), 451-461. https://doi.org/10.1080/0305006032000162020 - Steiner-Khamsi, G. (2014). Cross-national policy borrowing: Understanding reception and translation. <i>Asia Pacific Journal of Education</i>, 34(2), 153-167. https://doi.org/10.1080/02188791.2013.875649 <i>Further reading</i> - Lam, M.-H. A. (2023). Navigating the policy borrowing process of general education among the eight publicly funded universities in Hong Kong. <i>International Journal of Chinese Education</i>, 12(1), 1-19. https://doi.org/10.1177/2212585X231155958
Module 2: Governance, National Policy, And Regional Spaces		
5	Oct 7 (Prof. Chan)	International Organizations and Global Education Governance This session examines how states, international organizations, regional bodies, foundations, consultants, and policy networks shape education. Particular attention is given to influence through data, standards, funding, comparison, expertise, and policy brokerage. <i>Key readings</i> - Elfert, M., & Ydesen, C. (2024). Global governance and the promissory visions of education: Challenges and agendas. <i>Comparative Education</i>, 60(3), 361-376. https://doi.org/10.1080/03050068.2024.2371701 - Steiner-Khamsi, G., Martens, K., & Ydesen, C. (2024). Governance by numbers 2.0: Policy brokerage as an instrument of global governance in the era of information overload. <i>Comparative Education</i>, 60(4), 537-554. https://doi.org/10.1080/03050068.2024.2308348
6	Oct 14	Internationalization and National Higher Education Systems This session examines why internationalization takes different forms across national systems. Governments may emphasize competitiveness, research capacity, diplomatic influence, talent recruitment, revenue generation, regional integration, educational quality, or inclusion. These priorities shape both national policy instruments and institutional responses. Particular attention is given to global rankings and excellence initiatives, which have become

		important tools for improving international standing and assessing institutional performance. <i>Key readings</i> - Kapfudzaruwa, F. (2025). Internationalization of higher education and emerging national rationales: Comparative analysis of the Global North and South. <i>Higher Education Policy</i>, 38, 493-522. https://doi.org/10.1057/s41307-024-00358-z - Chan, S. J. (2013). Internationalising higher education sectors: explaining the approaches of four Asian countries. <i>Journal of Higher Education Policy and Management</i>, 35(3), 316-329. https://doi.org/10.1080/1360080X.2013.786854
7	Oct 21 (Prof. Chan)	Regionalization and Regional Education Spaces This session examines regionalization as a process situated between national and global policy. It considers how regional organizations, qualification frameworks, mobility schemes, quality-assurance arrangements, and policy networks construct regional education spaces. <i>Key readings</i> - Knight, J. (2024). Higher education cooperation at the regional level. <i>Journal of International Cooperation in Education</i>, 26(1), 101-115. https://doi.org/10.1108/JICE-09-2023-0021 - Chou, M.-H., & Ravinet, P. (2017). Higher education regionalism in Europe and Southeast Asia: Comparing policy ideas. <i>Policy and Society</i>, 36(1), 143-159. https://doi.org/10.1080/14494035.2017.1278874
Module 3: Mobility and Institutional Responses		
8	Oct 28	International Student Mobility and Migration This session examines international student mobility as an educational, political, economic, and migratory process. It considers student agency alongside the ways in which income, citizenship, language, visa requirements, scholarships, institutional status, and family resources structure access and outcomes. <i>Key readings</i> - Choudaha, R., & Van Mol, C. (2023). International mobility and migration of degree-seeking students. In D. K. Deardorff, H. de Wit, B. Leask, & H. Charles (Eds.), <i>The handbook of international higher education</i> (pp. 379-396). Routledge. https://doi.org/10.4324/9781003447863-24 - Weber, T., van Mol, C., & Wolbers, M. H. J. (2024). International students as sources of income? Moving beyond the neoliberal framing of internationalization. <i>Journal of Studies in International</i>

		<i>Education</i>, 28(4), 526-545. https://doi.org/10.1177/10283153231211999 <i>Further reading</i> Carlson, S., França, T., Lomer, S., Resch, K., Roohi, S., & Budginaitė-Mačkinė, I. (2025). Social inequalities in international student mobility: Reviewing conceptual approaches. <i>British Journal of Sociology of Education</i>, 46(6), 834-853. https://doi.org/10.1080/01425692.2025.2520288
9	Nov 4	Cross-Border and Transnational Education, Quality Assurance This session examines programs and providers that cross national boundaries, including branch campuses, joint degrees, franchises, and online and distance provision. Students consider how quality and recognition are governed when responsibility is divided across institutions and jurisdictions. The session also explores how digital delivery challenges systems that were originally designed for provision with a physical location. <i>Key readings</i> - Carvalho, N., Rosa, M. J., & Amaral, A. (2023). Cross-border higher education and quality assurance: Results from a systematic literature review. <i>Journal of Studies in International Education</i>, 27(5), 695-718. https://doi.org/10.1177/10283153221076900 - Knight, J. (2016). Transnational education remodeled: Toward a common TNE framework and definitions. <i>Journal of Studies in International Education</i>, 20(1), 34-47. https://doi.org/10.1177/1028315315602927 <i>Further reading</i> - Mittelmeier, J., Rienties, B., Gunter, A., & Raghuram, P. (2021). Conceptualizing internationalization at a distance: A “third category” of university internationalization. <i>Journal of Studies in International Education</i>, 25(3), 266-282. https://doi.org/10.1177/1028315320906176
10	Nov 11	Institutional Strategies and Internationalization at Home This session moves from national policy to institutional practice. It examines how mission, leadership, curriculum, partnerships, student support, staff development, resources, and evaluation shape internationalization, with particular attention to students who do not cross borders. <i>Key readings</i> Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), <i>The European higher education area: Between critical reflections and future policies</i> (pp. 59-72). Springer. https://doi.org/10.1007/978-3-319-20877-0_5

		- Cunningham, H., Topping, K., & Levy, S. (2025). Higher education internationalisation policy and home student populations. <i>Compare: A Journal of Comparative and International Education</i>, 55(4), 623-640. https://doi.org/10.1080/03057925.2023.2292532 <i>Further reading</i> - Mittelmeier, J., Lomer, S., Al-Furqani, S., & Huang, D. (2024). Developing meaningful internationalisation that impacts students' outcomes in higher education: A scoping review of the literature 2011-2022. <i>Journal of Studies in International Education</i>, 28(4), 503-525. https://doi.org/10.1177/10283153231222278
Module 4: Curriculum, Knowledge, and Inequality		
11	Nov 18 (Prof. Chan)	Internationalization of the Curriculum, Language This session examines how internationalization enters curriculum, teaching, and assessment. It considers whether foreign content, English-medium instruction, or the presence of international students produces international or intercultural learning. <i>Key readings</i> - Brewer, E., & Leask, B. (2023). Internationalizing the curriculum, teaching, and learning. In D. K. Deardorff, H. de Wit, B. Leask, & H. Charles (Eds.), <i>The handbook of international higher education</i> (pp. 242-264). Routledge. https://doi.org/10.4324/9781003447863-16 - Chang, Y.-L. (2026). Beyond common sense: An inquiry into neoliberalism and English as the medium of instruction in Taiwanese higher education. <i>Higher Education Policy</i>, 39, 570-590. https://doi.org/10.1057/s41307-025-00398-z
12	Nov 25	Reading Week
13	Dec 2	Internationalization of Research and Global Knowledge Systems This session examines international research collaboration as both an opportunity for intellectual exchange and a site of unequal power. It also examines how internationalization affects the academic profession through the recruitment of international staff and the growing importance of international publications in hiring, promotion, and professional recognition. <i>Key readings</i> Woldegiyorgis, A. A., Proctor, D., & de Wit, H. (2023). Internationalization of research. In D. K. Deardorff, H. de Wit, B. Leask, & H. Charles (Eds.), <i>The handbook of international higher education</i> (pp. 343-359). Routledge. https://doi.org/10.4324/9781003447863-21

		Oldac, Y. I., Yang, L., Nkansah, J. O., & Li, S. (2025). Dynamics of international research collaboration in higher education in the Global Majority systems: Evidence from three contexts. <i>Minerva</i>. Advance online publication. https://doi.org/10.1007/s11024-025-09589-9
14	Dec 9 (Prof. Chan)	Critical Debates on Internationalization This session brings together critical debates about market competition, global citizenship, language hierarchies, state power, and unequal institutional resources. It examines how these forces shape who benefits from internationalization and whose interests may be overlooked. The session also considers the limits of dividing countries and regions into fixed cultural or geographic categories, which can hide important differences within and across contexts. <i>Key readings</i> - Bamberger, A., & Morris, P. (2024). Critical perspectives on internationalization in higher education: Commercialization, global citizenship, or postcolonial imperialism? <i>Critical Studies in Education</i>, 65(2), 128-146. https://doi.org/10.1080/17508487.2023.2233572 - Ortiga, Y. Y. (2025). Internationalisation struggles and student mobility: ethnic exclusion and racism in Philippine higher education. <i>Comparative Education</i>, 62(1), 148-165. https://doi.org/10.1080/03050068.2025.2520720
Module 5: Geopolitics / Course Wrap-up		
15	Dec 16	Geopolitics and International Cooperation This session examines how geopolitics, research security concerns, funding and export restrictions, visa policies, and threats to academic freedom are reshaping international cooperation. The question running through the session is how institutions committed to openness respond when governments treat openness itself as a risk. <i>Key readings</i> - Marginson, S. (2026). The transformative impact of geopolitics in higher education. <i>Journal of Higher Education Policy and Management</i>, 1-8. https://doi.org/10.1080/1360080X.2026.2694103 - Bamberger, A., & Huang, T.-Y. (2025). From irreversible openness to protectionism: Geopolitics and international research cooperation in the European Union. <i>Journal of Education Policy</i>, 40(1), 19-43. https://doi.org/10.1080/02680939.2024.2351516
16	Dec 23	Final Paper Presentations

17	Dec 30	Final Paper Presentations
18	Jan 6	Course Reflection and Feedback / One-on-One Student Consultations