A call for new approaches on Internationalisation of Higher Education curriculum

Universities have a noble goal than just producing graduates who can compete both locally and globally. Recently, the goal of universities focuses on professionalism and employability of its graduates. In today's world, scholars have echoed the same sentiment for these approaches to be rethought. New approaches of curriculum internationalisation are needed which included "cosmopolitan learners" as new way of suppressing the rise of narrow-mindedness and nationalism globally.

Internationalisation of Higher Education

The development of higher education has emphasised the importance of global social effect. In many respects, universities have always been both national and international in nature: they are located inside the borders of a country state but are connected to international communities in a variety of ways. However, the world of 21st century is vastly different from the world of the 11th century, when the first steps towards modern university were taken. The rise of nationalism and narrow-minded approaches to race and religion are becoming more prominent in today's world, which is more interconnected and interdependent than it had been in recent history (De Wit, 2020; Gyamera & Burke, 2018). Greater than ever before in recent history, higher education institutions have an essential role to play in making a meaningful contribution to the building of dynamic and sustainable communities on a local, national, and international scale. The renaissance must be constructed on the nationalism and internationalism of higher education.

The establishment of such communities involves much more than simply internationalisation on the part of universities. In order to achieve this, new ways of thinking about internationalisation of teaching, learning, and curriculum are required in today's world; ways of thinking that are focused on developing students' ability to recognise fellow citizens as people with equal rights, regardless of differences in race, religion, gender, and sexual orientation (Jones, 2016).

University Curriculum

It is critical in today's world for curricular approaches to internationalise based on connecting students with others on and off campus, via the internet, in classrooms, and in communities, while using difference and diversity as a learning opportunity. As a result, existing methods to internationalise the curriculum, which are usually centered on mobility programmes, English language instruction, or foreign student recruitment must be rethought (Beelen & Jones, 2015; Zapp & Lerch, 2020).

Thus, responsible global citizens will be aware of contemporary competitions for resources, space, and quality of life, as well as the relationship between the local and the global, and they will be committed to new pathways for human development and well-being, both in their own communities and regions as well as throughout the world.

Such approaches are focused on principles and are frequently linked to the development of global citizenship abilities as well as intercultural awareness and understanding. Their observations have led them to believe that a new paradigm for internationalisation of the curriculum is emerging, one that leans on a broad interpretation of the term "curriculum."

The curriculum's purpose is to provide opportunities for learning. If the curriculum, on the other hand, is too narrowly focused, it may serve to stifle learning. These considerations are particularly pertinent when redesigning the curriculum in order to cultivate responsible global citizens.

While the argument for internationalisation of the curriculum has been frequently linked to the goal of training graduates to live and work locally in a globalised society, the phrase "global citizenship" has been called into question in recent years. When the nation-state controls politics and the gap between wealthy and poor countries becomes wider, is it feasible to have global citizenship in a society where the nation-state is dominant and the divide between the rich and the poor countries increases?

Global Citizenship

It is argued that the quest of global citizenship as a result of international education is not really desirable, and that it will necessarily prevent certain students from participating. This might unintentionally strengthen the privilege and power of some groups relative to others, resulting in the formation of a stronger and even more exclusive global transnational elite due to the process. This would only serve to exacerbate the negative consequences of globalisation.

Furthermore, when it comes to the use of the term "global citizenship," there has been a shift in emphasis and priority away from making a meaningful contribution to society and towards global professionalism and employability, despite the fact that all aspects are important and interconnected in some ways.(de Wit, 2020) In order to prevent a simplistic usage of the term "global citizenship" as a fashionable synonym for internationalisation and international learning outcomes without providing it with actual meaning or a clear strategy for implementation, it is vital to distinguish it from other similar terms.

For example, one method of accomplishing this is to establish the notion of 'responsible' global citizenship via the perspective of "cosmopolitan learning," which would serve as the foundation for an internationalised curriculum for all students in all schools. Application of the lens of cosmopolitanism to the formation of global citizens brings up a world of new opportunities. Among other things, it mentions an emphasis on improving students' critical awareness of the world via intellectual interaction with knowledge, people, and ideas from many parts of the globe.

Leask & DeWit, (2016) emphasised on developing new modes of learning focused on ethical engagement with others and the development of deep understanding of oneself and one's situation – including how our own circumstances influence and are influenced by global social, economic, and political connections and disconnections is an urgent priority.

Conclusion

To foster the development of cosmopolitan learners, curriculum content that engages with multiple and global sources of knowledge as well as people of diversity background is required. Students should be encouraged to investigate how knowledge is produced, distributed, exchanged, and used around the world, as well as their own position in the world. In order for this to happen, internationalisation of the curriculum must be reimagined as a key academic process with the ability to open new routes for human growth and wellness at a critical juncture in the world's history.

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