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Autore	Saleilles, Raymond
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Note generali	Description based upon print version of record.
Nota di contenuto	PART 1 New ways of teaching, learning and assessing; 1 Capitalising on a multicultural learning environment: Using group work as a mechanism for student integration; 2 Exploring new frontiers in an internationalised classroom: Team-based learning and reflective journals as innovative learning strategies; 3 Developing capability: International students in doctoral writing groups; 4 Feedback or feed forward? Supporting Master's students through effective assessment to enhance future learning; 5 Internationalisation and quality in higher education: Perspectives of English, Australian and Czech senior academics; 6 The challenges of multilingualism for international students in Denmark; PART 2 New ways of designing and delivering curriculum; 7 Engaging students in academic transitions: A case of two projects using student voice and technology to personalise the experience; 8 Business lessons without business: Can arts-based training enhance cultural competence? 9 Towards the global citizen: Utilising a competency framework to promote intercultural knowledge and skills in higher education students; 10 Exploring stakeholder perspectives regarding a 'global' curriculum: A case study; 11 Socrates in the low countries: Designing, implementing and facilitating internationalisation of the curriculum at the Amsterdam University of Applied Sciences (HvA); PART 3 New ways of thinking and acting; 12 A future curriculum for future graduates? Rethinking a higher education curriculum for a globalised world; 13 Global citizenship and campus community: Lessons from learning theory and the lived-experience of mobile students; 14 Towards the intercultural self: Mahatma Gandhi's international education in London; 15 A mismatch of expectations? An exploration of international students' perceptions of employability skills and work-related learning; PART 4 New ways of listening; 16 Pathologies of silence? Reflecting on international learner identities amidst the classroom chatter; 17 Raising students' awareness of the construction of communicative (in) competence in international classrooms; 18 Internationalising the curriculum for all students: The role of staff dialogue; 19 Developing the multicultural community of practice: Starting at induction; 20 Listening to 'other' intellectual traditions: Learning in transcultural spaces; Index
Sommario/riassunto	Cross cultural teaching and learning for home and international students maps and discusses the increasing internationalisation of teaching and learning at universities around the world. This new phenomenon brings both opportunities and challenges, as it introduces what can be radically different teaching, learning and assessment contexts for both students and staff. This book moves beyond the rhetoric of internationalisation to examine some of the more complex issues for practitioners, researchers, students and those working in transnational or non-Anglophone contexts.