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Autore	Singh Michael
Titolo	Pedagogies for Internationalising Research Education : Intellectual equality, theoretic-linguistic diversity and knowledge chuàngxū // by Michael Singh, Jinghe Han
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Soggetti	International education Comparative education Comparative linguistics Asia - Languages Linguistics International and Comparative Education Comparative Linguistics Asian Languages Theoretical Linguistics / Grammar
Lingua di pubblicazione	Inglese
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Nota di contenuto	Glossary of Anglo-Chinese concepts -- Chapter 1 Worldly orientations to internationalising research education -- Chapter 2 Pedagogies of intellectual equality -- Chapter 3 Socio-historical basis of Xingzhi research -- Chapter 4 Forming and informing Dintian Lidi researchers -- Chapter 5 Intellectual agents of trans-linguistic divergence -- Chapter 6 Post-monolingual education -- Chapter 7 Moving multilingual intellectual labour out of the shadows.
Sommario/riassunto	This book explores pedagogical concepts, metaphors and images of non-white, non-western researchers and research students on the inter/nationalization of education. Specifically, this book draws on the

intellectual resources of China and India to explore the pedagogical dynamics and dimensions of the localization/globalization of education with non-Western characteristics. It introduces theoretic-linguistic non-Western concepts from the Tamil, Sanskrit and Chinese languages for use in Western, English-only education and redefines the intellectual basis for internationalising education. Debating whether 'international education' is Western-centric in terms of its privileging and promotion of Euro-American theoretical knowledge, this book contends that the internationalisation of Western-centric education can benefit from the intellectual power and powerfully relevant theorising performed by non-Western international students. It formulates a democratic vision for the internationalisation of education, with the potential to create transnational solidarity and constitute a forum for mobilising debates about global knowledge and power structures. It also provides key tools to use non-Western theoretic-linguistic tools and modes of critique in research undertaken in Anglophone Western universities.
