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Titolo	Weapons : proliferation : agreement between the United States of America and the Philippines, signed at Manila, October 15 and 16, 2015
Pubbl/distr/stampa	[Washington, D.C.] : , : United States Department of State, , [2016?]
Descrizione fisica	1 online resource (9 unnumbered pages)
Collana	Treaties and other international acts series ; ; 16-205
Soggetti	Nuclear nonproliferation - United States Nuclear nonproliferation - Philippines Weapons of mass destruction - Government policy - United States Weapons of mass destruction - Government policy - Philippines Nuclear arms control - International cooperation Security, International Treaties.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed on May 24, 2016).

2. Record Nr.	UNINA9910619266703321
Titolo	Borderlands : The Internationalisation of Higher Education Teaching Practices // edited by Deborah Lock, Andrea Caputo, Dieu Hack-Polay, Paul Igwe
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783031053399 3031053397
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (275 pages)
Disciplina	929.605 378.12
Soggetti	International business enterprises Education, Higher Inclusive education Diversity in the workplace International Business Higher Education Inclusive Education Cross-Cultural Management Educació superior Educació internacional Globalització Llibres electrònics
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. The Internationalisation of Higher Education Teaching Practices -- 2. Epistemologies of Internationalisation: Framing Cultural Positionality for Higher Education -- 3. Indigenous Pedagogy is Good Pedagogy: Applying Indigenous Pedagogical Approaches in the United Kingdom -- 4. The potential of African diaspora academics and diaspora academics in Africa in reshaping international higher education -- 5. The impact of 'western teaching practices' on Chinese language teachers working

in EMI Institutions in China: Perspectives, application and evaluation -- 6. "Glocalism" as the main challenge to academic nomads? -- 7. Workplace culture and professional recognition: coping experiences of South Asian immigrant academics in UK higher education -- 8. Belongingness Challenges of Repatriate Academics at International University Campuses -- 9. Educated for somewhere else: Borderlands and belonging in Caribbean Haiti -- 10. Career development of academic staff in the Russian Federation and the Czech Republic: From migration to integration -- 11. Americanization of Brazilian business and management curriculum -- 12. From nowhere to now-here: Academic Nomadism between defiance and continuity -- 13. Making a permanent move: Reconciling different approaches to teaching and learning as a permanent expatriate academic.-14. How do Hofstede's Cultural Dimensions Apply When Teaching Abroad? -- 15. The World Is Our Classroom: Innovative approach to teaching international business to multicultural student teams -- 16. The utilisation of international academic's expertise in improving both students' learning experiences and academics' classroom practices -- 17. Navigating No-Man's Land: Facilitating the Transition of International Scholars to PhD Study: a case of a Scottish university -- 18. inclusive internationalization as a driver of the institutional entrepreneurial agenda in higher education -- 19. The importance of the international and social dimensions of learning in the post-covid higher education. The case of ESCP business school -- 20. internationalisation in practice: real-life lessons for university leaders -- 21. Conclusion: Borderlands, (Re)ordered Lands?

Sommario/riassunto

This book provides a critical review of the impact of international academics on teaching practices in higher education. As borders and boundaries become increasingly blurred and virtual citizenship starts to impact on ways of working, being able to teach seamlessly across cultures and political divides will be critical to ensuring a thriving higher education sector. This book captures the impact of academic mobility on teaching practices which have been informed by academics' original cultures being modified to align with those of a host culture. The book comprises three thematic sections which take the reader through the various stages of the internationalisation of higher education teaching practice. It starts with how teaching identities are constructed and influenced by culture and geopolitical factors and concludes with an exploration into the emergence of the global teaching practitioner who is able to work seamlessly across borders and boundaries. The core sections include: i) the geopolitics of teaching identities, ii) a sense of belonging and the lived experience of the academic nomad and iii) academic transition, from migration to integration. Providing practical tools for improving both students' learning experiences and academics' classroom practices this volume will be of use to researchers, students, and practitioners from the social sciences (specially business, management, and education) as well as foreign language tutors and TEFL practitioners. Human resource professionals, recruiters, and trainers responsible for recruiting, training, and developing international higher education staff will also find this book to be of interest.