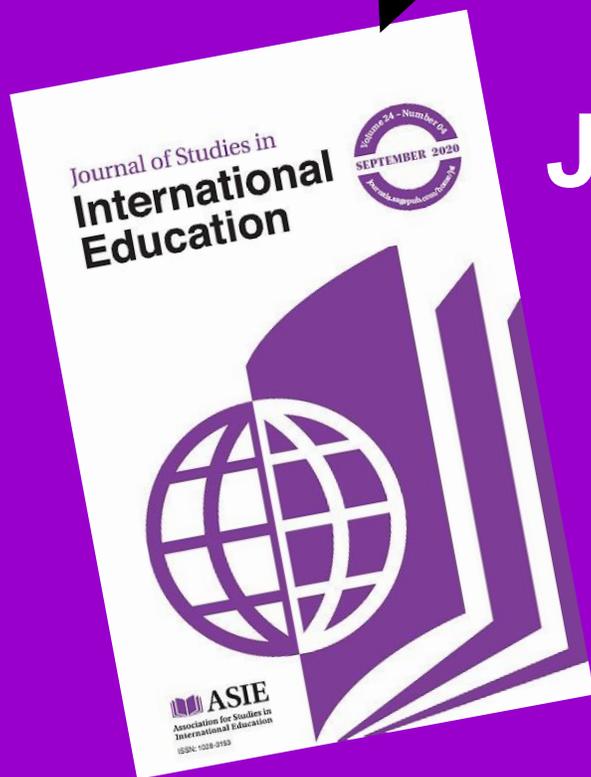


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Special issue call for papers
Digitalisation of International Education:
Disruptions and Opportunities

Journal of Studies in International Education

Deadline for submission: March 14th, 2021

Guest Editors

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The University of Melbourne

Catherine Gomes, PhD
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In 2020, higher education around the world was forced to make radical changes in response to the COVID 19 pandemic. One very significant change was the migration of most, and in some cases all, courses and services to online delivery.

International education has for some time used digitalisation as a complementary tool to face-to-face engagements between students, service providers and researchers. However, while there has been some exploration of what ‘going digital’ means, and might mean, for international education (e.g. Leask, 2004; Gray, Chang & Kennedy, 2010; Chang & Gomes, 2017), the focus has been limited in three ways.

First, research in the digitalisation-international education nexus has largely been restricted to single-institution, practice-oriented case studies of the impact of digitalisation. The bigger picture – for example, the comparative impact of digital technologies on international higher education within and across institutions and nations, and the theoretical and conceptual opportunities and challenges facing international higher education in the digital age – has been largely ignored.

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Second, the use of digital technologies and practices in international education has primarily focused on the experiences of higher education institutions and students in the Global North. What is missing in the literature is research on the actual and potential impact of digital technologies on international education in the Global South – in, for example, Africa, China, India, South America and parts of Southeast Asia. What does digitalisation of international education look like in these countries and regions? What is its impact on teaching and learning and on students' international and intercultural experiences?

Third, it is often assumed that the digital environment is a completely accessible space. However, as recent research has shown (e.g. Madge et al., 2019; Prajaknate, 2017), digitalisation accelerates existing inequalities while creating new ones. What are the positive and negative realities of digitalisation for international higher education?

In this Special Issue, we seek contributions addressing but not limited to the following questions:

- How is digitalisation disrupting international education? What impact has it had on education models in different parts of the world?
- What new opportunities does digitalisation provide for higher education institutions seeking to internationalise, for their students, faculty, staff and other stakeholders?
- What impact has digitalisation had on social policy, quality assurance, stakeholder support and skill building in international higher education?
- How is the concept and theory of international higher education evolving, or not, through digitalisation?
- How have digital inclusion and equity issues been taken into consideration in international higher education?
- How can we reimagine international higher education in this digital age?

We are interested in perspectives that offer conceptual and theoretical arguments, draw on meaningful empirical evidence and advance the debate on the impact of digitalisation on the evolution of international higher education. We specifically seek contributions from across the world that employ a range of methodological approaches to explore and evaluate the positive and negative realities and possibilities of the digitalisation-international education nexus.

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