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International Learning:  
Learning to be International  
A world of Views

### Presentation Abstract

#### Strand 6: International Learning, Social Consciousness and Action

<b>Presenter</b>	<b>Transformation or Confirmation of Timeless Notions? Abstract</b>
<p><b>Sarah Richardson</b> Senior Research Fellow Australian Council for Educational Research 19 Prospect Hill Road, Camberwell VIC 3124 Phone- 03 9277 5763/0422731255</p>	<p><b>Reconceptualising the ‘international’ in international education: moving towards cosmopolitan outcomes</b></p> <p>International education is frequently described in economic terms, viewed as a market transaction in which students exchange fees for instrumental outcomes. However, as societies around the world become increasingly heterogeneous, educational institutions have a responsibility to give students opportunities to develop skills which will enable them to function in an international context. Using data collected from undergraduate and</p>



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postgraduate students at four Australian universities, this paper considers the ways in which students navigate the heterogeneous context in which they study and the extent to which they gain cosmopolitan attributes. It suggests that many students undertake an international education to increase their global flexibility and put great emphasis on making social connections with those different to themselves. Unfortunately, they often find their intentions stymied by student bodies characterised by social schisms. Overcoming these divisions is thus critical to ensuring that international education achieves its potential. Despite the resistance of some students to the diverse milieu in which they are studying, most students are willing to engage with their peers during learning activities and this raises questions about the responsibility of educators in assisting students to develop cosmopolitan dispositions and prepare themselves for the actualities of the world they will inherit.