Contents

| | List of illustrations | ix |
|---|---|----|
| | Series editor's foreword | xi |
| | Introduction | 1 |
| 1 | Questions of context | 6 |
| | Introduction 6 Section 1: Global contexts 7 | |
| | Section 2: Conceptions of higher education 12 Section 3: Education for citizenship, social justice, and a better world? 16 | |
| | Section 4: Internationalization 19 Section 5: Internationalization of the curriculum 26 Section 6: The global self 29 | |
| 2 | Questions of alterity | 35 |
| | Introduction 35 Section 1: Social consequences of globalization 36 Section 2: Social identity and ethnocentrism 45 Section 3: Intercultural competence and communication 54 Section 4: Contact and conflict theories 62 | |
| 3 | Questions of the lifeworld | 66 |
| | Introduction 66 Section 1: A model of the lifeworld 68 Section 2: The habitus and the ready-to-hand 75 Section 3: Capital, capability and agency 78 | |
| | Courses G. Surpervier, emperousery with wyorky 10 | |

| | Section 4: Cultural icebergs 83 | |
|---|--|-----------|
| | Section 5: Schemata, scripts and types 87 | |
| | Section 6: Attitudes and heuristics 91 | |
| 4 | Questions of learning | 97 |
| | Introduction 97 | |
| | Section 1: (Re)forming the lifeworld 98 | |
| | Section 2: Holistic learning 105 | |
| | Section 3: Learning triggers 111 | |
| | Section 4: Situated learning and communities of practice | 116 |
| | Section 5: Learning stages 119 | |
| | Latter Lat | |
| 5 | Questions of practice | 124 |
| | Introduction 124 | |
| | Section 1: Shaping the environment - inclusivity and | |
| | the hidden curriculum 129 | |
| | Section 2: Shaping the curriculum - content and outcome. | s 138 |
| | Section 3: Shaping the delivery – learning experiences and communities 155 | |
| | Section 4: Shaping broader institutional practice 170 | |
| | Afterword | 180 |
| | Ol filmures | tot a her |
| | Appendix: Selected resources and links to support practice | 183 |
| | Glossary | 185 |
| | References | 187 |
| | Index | 206 |
| | | |
| | | |