



Yehuda Elkana Center
for Teaching, Learning &
Higher Education Research

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Micro Practices for Inclusive Internationalisation



Photo: courtesy of the speaker

KEYNOTE LECTURE

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The Keynote Lecture is part of the program of the
**First Annual Elkana Symposium on Reimagining
Teaching and Learning**

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ABSTRACT | Internationalisation is often presented or assumed to be inclusive by default. In welcoming different forms and sources of knowledge into our curricula, our classrooms, our laboratories and knowledge structures, Discourses of internationalisation make symbolic appeals that invoke inclusivity. Yet in many ways, the practice and policy of internationalization fall short of its symbolic promise. Coloniality, neoliberalism, and vestigial white supremacy compromise the capabilities of internationalisation to be inclusive. Student mobility for example is fraught with inequalities, from the economic to the social. Access to prestigious forms of knowledge creation such as funding for research and access to publication opportunities remains compromised by racism, sexism, and elitism. In this context, micro-practices matter. When lecturers comment on student essays that the source they chose was weak and that they should have chosen one by a more established author, they reinforce existing hierarchies of epistemology. When pedagogic assumptions about students centeredness lead to classroom debate in which first-language speakers and white cisgender men dominate the conversation, they reinforce existing hierarchies of power. When reading lists are decolonized by including a week of material from the global South, these forms of knowledge continue to be marginalized. For internationalization not to be reduced to a set of multicoloured faces on promotion brochures or a talking point for institutional self-promotion, to be a meaningful and ethical epistemic exercise, it has to be inclusive. To me, inclusivity means reflecting not only on the macro structures that we inhabit and that generate ethical compromise for us on a daily basis but on how our micro practice is to reinforce or challenge those macro structures and create space for a better version of inclusive internationalisation to emerge.

BIO | **Sylvie Lomer** is Senior Lecturer in Policy and Practice at the University of Manchester, where her research expertise focuses on international higher education. Her first book, *Recruiting International Students in Higher Education*, critically examined UK policy on international students. Follow-up work on blended learning pedagogies led to multiple funded projects on how deficit narratives of international students shape pedagogic practices through institutional internationalisation/global engagement policy enactment. As a critical scholar of policy and practice, she is primarily a qualitative researcher, building leading expertise in documentary analysis. She teaches on the PG Certificate in Higher Education, the MA International Education, and the PhD student training programme, with a passion for teaching dialogically with international students.

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