

International Teacher Education: Liberal Cosmopolitanism Revisited or Postmodern Trans-Nationalism?

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Teacher Education Periods

- Phase I (1960-1980): Teacher Education as Training under Government Control
- Phase II (1980-2000): Teacher Education as Learning to Teach under Institutional Governance
- Phase III (1990-2010): Teacher Education as Policy in a Governance Context of Professional Self-Regulation and De-Regulation

Things fall Apart; the Centre cannot hold

- Phase I (1960-1980): Teacher education as training under government control. Catalyst for revelation of next phase emphasis: *A Nation at Risk, Holmes Group*
- Phase II (1980-2000): Teacher Education as learning to teach under institutional governance. Catalyst for revelation of next phase emphasis: *Right-Wing Critics, Public mistrust of institutional governance*
- Phase III (1990-2010): Teacher education as policy under professional governance in context of de-regulation. Catalyst for revelation of next phase emphasis: *BC Court Cases, OCT Accreditation Review*

The Macro-Political Setting

- Neo-liberalism and the decline of the nation state
- Liberalism, social contract between nation state and universities, with primacy of individual
- Neo-liberalism outgrowth of Liberalism with emphasis on private, market mechanisms

The Macro-Political Setting (contd)

- Neo-liberalism began in Phase 1, increased influence in Phase 2, and become hegemonic since fall of Berlin Wall, 1989
- Prior to end of Cold War, universities protected from neo-liberalism
- Changes: Imposition of targeted funding, de-regulation of tuition, work with private sector for economic development

The Macro-Political Setting (contd)

- Academic capitalism well under way
- Corporate structure, faculty seen as self-interested individuals
- Self-governance through collegial decision making now anathema
- At odds with modernist relationship between nation state and university
- Neo-liberalism rejects “professionalism” as being for public good

The Macro-Political Setting (contd)

- Neo-liberalism concerned with “governability,” and “goods life,” not good life
- Freedom, choice, competition are government constructions requiring more, not less, government control
- State creates enterprising, competitive entrepreneurs
- But nation state supplanted by supranational entities, e.g., EU, OECD, IMF, WB, etc.
- Nation state’s decline led to standardization, de-professionalization thru’ Labour Mobility Agreements

International Teacher Education:

Classical Liberal Stance

- Rejects nationalism, promotes radical liberal international order
- Traditions created by elites to justify nation-state (Hobshawm, 1990)
- Nationalism engenders nations, not other way round (Gellner, 1983)
- Seeks world of pluralist international political culture, compatible with deliberative democracy

International Teacher Education: Cosmopolitanism

- Associates flaws of nationalism with nation-state
- Critiques call for liberal international order
- Calls for individual moral responsibility to all humans, because territorial boundaries cannot contain democracy or morality (Nussbaum, 1994)
- Sees globalization altering national politics, economy no longer controlled by nation-state
- Power relations now between global capital, nation-states, and civil society
- Patriotism dangerously close to jingoism
- In multicultural context, political identity cannot be rooted in single ethnic representation

International Teacher Education:

Modern Trans-Nationalism

- Modern form (Bourne, 1916) : a shift in migration patterns
- Now movement between two or more social spaces, blurring difference between social and geographic
- Trans-national does not = multinational
- Multinational = movement across territorial borders by nation-states and corporate agents
- Trans-national = movement by *individuals* regardless of borders

International Teacher Education: Postmodern Trans-Nationalism

- Postmodern form: sees nationalism and cosmopolitanism as fragmented and hybrid
- Poly-ethnicity regarded as norm reversed by nation-state but now returning
- Views nation-state as contested terrain and rejects de-contextualized universalism of cosmopolitanism (Tarrow, 2005)
- Difference basic to all identities, including national identity (Dolby & Cornbleth, 2001)
- Globalization sets scene for contestation of self, fluidly located in poly-centric discourses (Tarrow, 2005)

International Teacher Education:

Postmodern Trans-Nationalism (contd)

- Postmodern form vulnerable to “late capitalism” (Jameson, 1991)
- Neo-liberalist emphasis on economic aspect of globalization turned internationalization into financial competition and performativity
- Economic rationalist distortion denying socio-cultural-political benefits of international education
- Need to de-construct neo-liberalist distortion without nostalgically longing for liberal or cosmopolitan stances

Marginson's (2007) Public/Private Divide

- Common understandings of public, private come from neo-classical economics and statist political philosophy
- Statist idea that higher education produces only public goods blinds us from production of private, positional goods for students
- Neo-liberalist view of international education as trading environment blinds us from possibility of global public goods
- Global public goods are a) non-rivalrous and b) non-excludable

Marginson's (2007) Public/Private Divide

(contd)

- A good is non-rivalrous if one person's use does not diminish another person's use
- A good is non-excludable if a person cannot be prevented from using the good
- Public and positional private goods are not mutually exclusive
- Higher education has potential to create positive and negative externalities at home or abroad
- Higher education not intrinsically a public good; institutional status does not determine nature of goods
- Under neo-liberalism, higher education pursues global, private goods; but it need not be so

CONCLUSION

- In postmodern times, higher education must resist neo-liberalist trend to use internationalization to produce only private goods
- We must re-negotiate globalization to derive path in international education toward production of global public goods for sustainable, healthy, peaceful, equitable world
- We must avoid two traps: 1) the neo-liberalist trap of appealing to liberal, cosmopolitan premises to sell private positional goods to international students, whether here or overseas; 2) a nostalgic longing for a classical liberal or cosmopolitan approach to international work
- Thesis: *we will produce global public goods when we situate our practice in a postmodern trans-national perspective that recognizes difference and locates identity fluidly in polycentric discourses*