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Abstract Title: Reimagining internationalisation, in the context of COVID, to develop global citizens

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Reimagining internationalisation, in the context of COVID, to develop global citizens.

Introduction

COVID-19 highlighted the significance of international education for the Australian higher education. However, most discussions focused on loss of income from international students.

Format of the round table. The members of the SIG on International Education will adapt a 'Birds of a Feather' format to facilitate discussion and elicit ideas about enriching student experience with or without international students.

Topics for discussion. What does internationalisation mean? How do we cultivate diverse international experiences in a re-defined student mobility model? How can educators leverage the diversity in the local communities to train future ready graduates? How can the curriculum foster an internationalised learning experience?

Context/background. International education provides students with the opportunity to engage with diverse languages, cultures and ideologies (Leask, 2020). These experiences develop relevant knowledge and skills, but significantly attitudes for 21st Century work (OECD, 2018). Many educators struggled with this (Clifford & Montgomery, 2014), even when they were fortunate to have international students in their classrooms. As a result of COVID we expect fewer international students on our campuses. Thus, with this re-defined student mobilities as 'new normal' it is important to refocus attention to the significance of 'leveraging diversity in local communities to develop students' intercultural and global awareness" (Leask, 2020, p. 1389) and to prepare them more holistically.

Intended outcome. Through robust discussion, attendees will contribute towards a shared understanding and strategies to embed meaningful internationalisation strategies. They would be able to take these ideas and apply them within their own settings.

Clifford, V., & Montgomery, C. (2014). Challenging conceptions of Western higher education and promoting graduates as global citizens. *Higher Education Quarterly*, 68(1), 28-45. doi:10.1111/hequ.12029

Leask, B. (2020). Embracing the possibilities of disruption. *Higher education research and development*, 39(7), 1388-1391. doi:10.1080/07294360.2020.1824211

OECD. (2018). *The future of education and skills: Education 2030*. Retrieved from Paris: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)