



Global Mobility, Covid 19 and International Education

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How have the experiences of Covid 19 provided us with an opportunity to rethink internationalization of higher education?

How might we broaden our understanding of global mobility, beyond the movement of bodies?

How might it be possible to reimagine internationalization that conceptualizes global mobility in broader terms?



Contemporary global forces, connections and imaginations (Buroway et al. 2000) have resulted in greatly increased mobilities of:

- money and capital
- media and images
- people and cultures
- ideas and ideologies
- hopes and desires



these mobilities profoundly affect each other, but also in ways that are disjunctural

the ways in which they relate to each other often suggests a range of new global concerns

most of us are affected by these mobilities but in ways that are uneven

mobilities take place in spaces that embody various asymmetries of power

mobilities have unpredictable and chaotic consequences, both both positive and negative



On the one hand, global mobilities have

- Created new patterns of global interconnectivity
- Diversified our communities
- Resulted in greater cultural exchange
- Hybridized cultural practices
- Shifted notions of citizenship and belongingness
- Led to cosmopolitan lifestyles and sensibilities but in ways that are available unevenly



On the other hand, they have

- created enormous pressures on global cities
- dangers of homogenization of cultures
- given rise to new consumerist desires
- created cultural fears and reactions
- resulted in new patterns of inequalities
- produced conditions of a populist politics



Global mobilities have:

- ✓ Increasingly ‘transnationalized’ the spaces in which education takes place
- ✓ These processes of transnationalization are always dynamic, organic and emergent, and are often inadequately understood.
- ✓ They challenge the ‘sedendarist’ assumptions in much of traditional perspectives on thinking about identity, cultural and education
- ✓ They have generated complex and politically contentious interrelationships between mobility and immobility
- ✓ They both reflect and reinforce various forms and patterns of power
- ✓ They have problematized any realistic distinctions such as home and abroad, here and there, structure and agency etc.
- ✓ They imply the need to focus on the ways in which various intersecting mobilities are interpreted, enacted, negotiated and managed



- Many of these trends were already evident in higher education, Covid 19 have intensified them, bringing them into sharper relief.
- Emerged also has been a sense of new possibilities of rethinking forms and politics of global mobility.
- Covid 19 has provided us with an opportunity to reimagine the ways in which we might internationalize curriculum, pedagogy and governance of higher education in more ethically and culturally productive terms, beyond the commercial.