

28.3.2026

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**Title**

Re-thinking internationalization as social curriculum for generative supervision : letters from the international community of scholars / Meeri Hellsten and Lilian Ucker Perooto

**Publication year**

2018

**Source/Footnote**

In: European journal of higher education. - 8 (2018) 1, S. 36 - 51

**Inventory number**

46720

**Keywords**

Internationalität ; Austausch von Wissenschaftlern und Studenten

**Abstract**

This paper concerns research issues on curriculum, pedagogy and the creative use of method in international higher education. It is motivated by the witnessing of a recent shifting in consensus within the global research communities on international education, towards curriculum renewal of shared knowledge within the field. The article enters into an imaginary of alternative pedagogical routes in IHE and contributes to the collective dialogue by way of a case example using creative writing for transitioning from the actual to the possible in international education. The paper narrates a creatively assembled case study on interdisciplinary methodology. It culminates through correspondence between an international doctoral researcher of Fine Arts and a senior scholar of International Education. The article explores autobiographical research accounts about geographical displacement, the subjectivities produced in international scholarly spaces and their new epistemological imprints on the international student transition experience. The article offers generative curriculum insight that combines interdisciplinary methods through which to feasibly

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implement pedagogical strategies for renewal of internationalized curriculum beyond times of educational crises. (HRK / Abstract übernommen)