

INTERNATIONALIZATION OF EDUCATION

by:

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Internationalization of education is like playing a basketball game. As a player of the game, you have the knowledge and skills to make the game exciting and engaging to watch – knowing the rules and regulations with the addition of techniques and methods can help you escalate your gameplay. As a result of lengthy experiences, you can conclude that you are, somehow, good in your gameplay inside the court because you practice and master the methods and techniques that you can use in the game to win. On the other hand, every player's fear is when their coach adds new method or technique to their gameplay - this may either destroy your gameplay or build and/or create new learning to enhance the game positively.

In line with this analogy, the internationalization of education has a positive note on the education system in our country and surely will have a significant effect. However, applying this approach abruptly may somehow drastically create a dilemma in the education sector. We, Filipinos, have this notion about being “Makabayan” in the note that we are upholding the tradition and mission of being a Filipino that, we are having our education not to join the battle internationally but to serve our country and countrymen. As a teacher, I believe that Internalization of Education which is not a new approach, can be useful in providing further opportunities in escalating the quality of education in our country. According to Halagao (2009), the Philippine education curriculum was based on the American curriculum, means that long way before the education in our country was internationalized. It is a pursuit of excellence education in the international arena.

On that note, the teaching and learning processes of Filipino teachers are well-grounded by the international approved education curriculum in which they are practicing and using the appropriate content in educating the minds of Filipino learners. Moreover, following the foundation of education, Filipino teachers are capable of identifying how they can incorporate cognitive, affective, and psychomotor domains of learning in their lessons based on the traditional perspective of education in the Philippines.

Hence, I hope that in this course of education development, the Department of Education will be certain in focusing on how they will help teachers on how to integrate or infuse the internationalized approach appropriately that may be used in the learning process.

Lessons and activities must be covered through the lens of internalization of education with appropriate international perspectives which would not compromise the learning domains of education and our culture. The integration and/or infusion of an internationalized approach in the appropriate assessment plan that not only the educator can use to identify the development of the students in the learning process but also for the educational leaders. Therefore, the result can be used as a determinant if the internationalized approach is effective or not.

Internalization of education must start not only in higher education but also it must start in the grassroots. Thus, the application of the internationalized approach will become easier. With the collaboration of all members of the Department of Education, community, and stakeholders, let's embrace the changes and challenges that globalization is giving us. This is the time that we must dismantle the hidden problem of our education, which is poverty or lack of financial support. We must be hungry in the development of our education. We can say that the internationalization of education is a game-changer step in our education system, however, are we really prepared? We must be prepared!

There are lot of opportunities internationally that we can exhaust in nurturing our learners to be globally competitive.

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